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Positive perfectionism in sport

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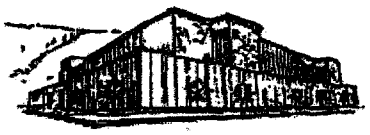

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POSITIVE PERFECTIONISM IN SPORT

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Abstract

Perfectionism, the tendency to set excessively high standards and strive hard to achieve those goals, can be divided into two groups. Positive, or normal, perfectionism includes behaviors such as setting high goals and organization. Negative, or neurotic, perfectionism includes dwelling on mistakes, doubts about actions and social expectations. Many psychological distresses can be related to neurotic perfectionism (i.e. eating disorders, paranoia, social anxiety and depression). This study examined positive perfectionism in sport. The hypothesis was that athletes with positive perfectionistic tendencies would also experience a higher occurrence of flow, higher hope, positive affect and rate higher on coaches' evaluations of performance. It was also hypothesized that there would be gender differences along with differences between team and individual sports and between classes. The results indicated that positive perfectionism is related to sport performance. Results showed a gender difference, so the correlations were completed for the two separate groups. In males, Pearson's correlation showed a significant correlation between positive perfectionism and flow (and some of its dimensions), hope (along with agency and pathways), positive affect, and the coaches rating of potential. In females, there were significant correlations between positive perfectionism and flow (and some of its dimensions), hope (along with agency and pathways), positive affect, and the following coaches rating questions: achievement, mental abilities, leadership, confident, performing under pressure and performing when facing adversity. In positive perfectionism, male team athletes significantly differed from male individual athletes and female team athletes. Discussion focused on the gender differences and the need for a new positive perfectionism scale in sport. This study showed that positive perfectionism is correlated to sport performance.

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Positive Perfectionism in Sport

Perfectionists are described as people who have unreasonably high expectations of themselves and are rarely satisfied with their work (Frost, Marten, Lahart & Rosenblate, 1990). Perfectionism is described as the tendency to set "excessively high personal standards of performance" (Frost & Marten, 1990). However, definitions are inconsistent because there are both positive and negative aspects of constantly striving to be perfect.

Perfectionists may experience many different types of negative psychological distress. Past research has found perfectionism to be linked to depression (Blatt & Schichman, 1983), irrational beliefs (Flett, Hewitt, Blankenstein & Koledin, 1991), social anxiety (Saboonchi & Lundh, 1997), life dissatisfaction (Flett, Hewitt, Blankenstein & Gray, 1998) and addictiveness to diet and exercise (Davis, 1990). Perfectionists are unable to derive satisfaction from what the ordinary person might consider a job well done (Hamachek, 1978) and are usually driven by a fear of failure (Frost & Marten, 1990). The major distinction between normal and neurotic perfectionistic tendencies is that normal individuals can accept minor flaws in their performance and still perceive it as a success (Frost, Marten, Lahart & Rosenblate, 1990). On the other hand, positive perfectionism can provide the driving energy which leads to great accomplishments because of high personal standards and organizational skills (Frost & Marten, 1990).

These high standards are associated with positive achievement striving and work habits. Perfectionists have been described as having higher self efficacy and they encounter more success (Brown, Heimberg, Frost, Makris, Juster & Leung, 1999). While positive and negative aspects of perfectionism have been extensively studied, few researchers have attempted to measure negative and positive perfectionistic tendencies in relation to enhanced performance in sport.

Negative Perfectionism

Perfectionists have a high frequency of symptoms of psychopathology (Frost et al., 1990). Their many perfectionistic thoughts account for elevated levels of distress (Flett et al, 1998). This leads to depression, anxiety, negative affect and life dissatisfaction (Flett et al, 1998) along with procrastination, and compulsive experiences (Frost et al, 1990). Other negative issues related to perfectionism include: addictiveness to diet and exercise (Davis, 1990) and interpersonal sensitivity, hostility and paranoia (Hewitt & Flett, 1991). Anxiety can especially be a problem, typically social anxiety (Saboonchi & Lundh, 1997). Perfectionists have many fears of illness, injury and death (Saboonchi & Lundh, 1997). Their focus on failure and constant worrying of the inadequacy of their behavior and belief that others have perfectionistic demands all contribute to the experience of social interactions as very unpleasant or tense (Saboonchi & Lundh, 1997). This

leads to social anxiety and can be related to other types of anxiety. Perfectionists have a high fear of failure, which can be attributed to high stress, high burnout and low intrinsic motivation (Frost & Henderson, 1991). This focus on failure leads to new tasks being viewed as opportunities of failure rather than success (Hamacheck, 1978).

Performance can also be affected by negative perfectionistic tendencies. Frost and Marten (1990) found that in a writing task, perfectionists' work was judged of lower quality. They assign greater importance to the task, report higher levels of negative affect and following the task, were more likely to say that they should have done better. In athletics, those with perfectionism consider the sport as a responsibility rather than a challenge to perform well (Hall, Kerr & Matthews, 1998). Bunker and Williams (1986) explained that an athlete's fear of failure lead to less enjoyment in the activity which, in turn, impeded performance. Early studies of perfectionism confirmed this by suggesting that it impaired athletic performance (Mahoney & Avener, 1977; Meyers, Cooke, Cullen & Liles, 1979). Recent research indicated that perfectionism can lead to cognitive and somatic anxiety (Hall et al., 1998). These athletes were found to have less confidence, had a failure orientation, and experienced more negative thinking twenty-four hours prior to competition (Frost & Henderson, 1991). They react negatively to mistakes and don't recover well from those mistakes. They also report having difficulty

controlling their imagery (Mahony & Avener, 1977) and worry more about audience reactions (Frost & Henderson, 1991). Less skilled athletes were found to be more likely to set goals related to perfectionism. Frost and Henderson (1991) examined the relationship between perfectionism and coaches' rating of the players ability. They found that none of the dimensions of perfectionism (using the MPS-F scale) correlated with the coaches' ratings of ability.

Positive Perfectionism

Some research has explained how being a perfectionist may be beneficial. The setting of high goals and standards isn't necessarily pathological, it could reflect a positive outlook on life (Frost et al, 1990). A common element in both types of perfectionism (normal and neurotic) is the setting of high standards. The difference comes at the achievement of the goals: normal perfectionists feel satisfied while neurotic perfectionists are never pleased with their performance (Slade and Owens, 1998). The striving toward high goals brings an enhancement of self-esteem, appreciation of skills and a job well done (Hamachek, 1978). The difference takes effect because neurotic perfectionists concentrate on their deficiencies and how to do things wrong, compared to normal perfectionists who focus on their strengths and how to do things right. This leads to a different style of working and thinking between the two groups. Perfectionism is linked to high self-efficacy, positive achievement strivings

and work habits (Frost et al, 1990). Those with perfectionistic tendencies are associated with high social sensitivity to feedback from their environment (Wyatt & Gilber, 1998), high self esteem (Beamer, 1999), high leadership qualities and the ability to motivate others (Hewitt & Flett, 1991).

Only a few studies have examined the relationship between normal or positive perfectionism and athletic performance. In sport, perfectionism is related to positive achievement striving (Hall et al, 1998). Perfectionistic athletes have a success orientation toward sport (as opposed to a failure orientation) and they experience more dreams of perfection prior to the competition (Frost & Henderson, 1991).

Measures of Perfectionism

Perfectionism was initially viewed as one-dimensional, and the first scales to measure perfectionism reflect that idea (Burns, 1980). Then Frost et al (1990) developed the Multidimensional Perfectionism Scale (MPS). The F-MPS contains five primary dimensions of perfectionism (Frost et al, 1990). The first one is personal standards, which are related to the more positive aspects, such as positive achievement, work ethic and a positive outlook on life. The second dimension is the perception of high parental expectations and also the perception of parental criticism. The last two deal with the more negative aspects: concern over mistakes (which focuses on the excessive dwelling on

mistakes) and doubt about action. Later, a sixth dimension was added, which considered organization. This is also related to the more positive aspects.

Hewitt and Flett (1991) also developed a perfectionism scale of the same name. The HF-MPS considers three different dimensions. In self-oriented perfectionism, the pressure to be perfect is brought on by the individual compared to socially-prescribed perfectionism where the individual feels that a person who is important to them is placing perfectionistic pressure on them. Finally, other-oriented perfectionism involves imposing unrealistic standards on others. High scores on socially-prescribed perfectionism are associated with adjustment problems, depression and anorexia. However, it is positively correlated with social sensitivity and higher sensitivity to feedback from the environment (Wyatt & Gilbert, 1998). Other-oriented perfectionism is linked to greater levels of assertiveness and expressiveness and ability to motivate others (Hewitt & Flett, 1991). It also can lead to blame, lack of trust and hostility.

All of these scales were directed toward clinical populations who already demonstrated high levels of negative perfectionism. This led Terry-Short, Owens, Slade, and Dewey (1995) to develop the Positive and Negative Perfectionism Scale (PANPS). It looked at both positive and negative aspects of perfectionism. It incorporated items that are directed toward self-oriented perfectionism and

socially-prescribed perfectionism. There are ten questions to measure positive and ten to measure negative perfectionism for each category. This questionnaire showed that athletes score highly on positive perfectionism but normal on negative in comparison to depressed people who scored high on negative and normal on positive perfectionism.

Toward a concept of Positive Perfectionism in Sport

Anecdotal support suggests that in order for an athlete to excel in sport, positive perfectionism seems to be required, at least to a lesser degree. As described by Slade and Owens (1998), athletes with positive perfectionism are constantly striving for positive reinforcement (i.e., winning the gold metal or financial awards). Their goals are for the pursuit of success, excellence, perfection and approval. As with anything, perfectionism misapplied (neurotic) or performance reinforced negatively, could lead to negative consequences (Slade & Owens, 1998). From the beginning of perfectionism studies, researchers have observed that "being somewhat perfectionistic is by no means a bad thing," (Hamachek, 1978). In relating this to Slade and Owens' (1998) finding that athletes with positive perfectionism tendencies have goals of success, excellence, perfectionism and approval, then an athlete who displays behavior of a positive perfectionistic tendency would perform better and experience a higher occurrence of flow, hope and positive affect.

Flow is an optimal psychological state when a person becomes totally involved in an activity (Csikszentmihalyi, 1975). The flow state occurs when the skills of the performer equal the challenge of the activity. It is a state that elite athletes strive for in competition (Jackson, 1992). Nine dimensions of flow have been identified. There is a balance between the challenge of the situation and the skill of the participant. During flow, involvement in the activity becomes automatic. Other dimensions include clear goals, either set in advance or developed during the experience; unambiguous feedback, allowing the participant to examine his or her performance; and total concentration on the experience. Also included in flow is a sense of control over the activity without exerting control, loss of self consciousness and the participant becomes one with the activity. The final two dimensions involve an alteration of time, either a slowing down or speeding up, and an autoletic experience. An activity is autoletic if it is done for its own sake or by intrinsic motivation. In compared to perfectionism, an athlete with positive perfectionistic tendencies possesses a higher relation to flow, whereas an athlete with negative perfectionistic tendencies would experience flow less often.

Hope, which can be described as a state or trait characteristic, is an effective predictor of various academic and coping activities (Snyder, 1994 & Snyder, Irving and Anderson, 1991). The Hope Scale, rooted in

achievement motivation theory, measures hope as an enduring dispositional construct consisting of two independent but related components: agency (goal directed determination) and pathways (creativity in finding ways to reach goals once set). On the basis of the theory positing that hope reflects both agentic and pathway thinking together the hope construct as measured by the Hope Scale has demonstrated discriminant utility in predicting goal-related outcomes beyond variances attributable to other measures in a variety of achievement arenas (Snyder et al., 1991), including sport (Curry, Snyder, Cook, Ruby & Rehm, 1997; Curry & Snyder, 2000).

The relationship between perfectionism and affect has been examined. Generally negative perfectionist tendencies, such as concern over mistakes, personal criticism, doubts about actions and socially-prescribed perfectionism, have been related to negative affect (Frost, Heimberg, Holt, Mattie & Neubauer, 1999; Thompson, Forman & Martin, 2000; Lynd-Stevenson & Hearne, 1999). On the other hand, high personal standards, organization, and self-oriented perfectionism, all considered positive tendencies, are related to positive affect. Frost and Marten (1990) found higher levels of negative affect when evaluative aspects of tasks are emphasized.

The purpose of this study was to determine a correlation between positive perfectionism and flow, hope, positive affect and performance. An athlete who displays

behavior of a positive perfectionistic tendency would perform better as rated by their coaches, experience a higher occurrence of flow, score higher in dispositional hope and higher in positive affect.

Method

Participants

An attempt was made to survey all student athletes at this university. The coaches were asked to complete the Coach Evaluation Rating Scale which asks 10 questions about each student athlete on his or her team. For teams with large numbers of athletes, each coach evaluated 15-20 students.

Measures

The Positive and Negative Perfectionism Scale (PANPS)-(Terry-Short et al., 1995) is designed to measure perfectionism in terms of positive and negative outcomes. Positive outcomes are correlated with positive affect and are related to personal standards and organization. Negative outcomes are related to the pathological or unhealthy form of perfectionism. Negative perfectionism is related to concern of mistakes, doubts about actions, parental criticism and expectations and socially prescribed perfectionism. PANPS consists of 40 items, half of which focus on self-oriented perfectionism and half on socially prescribed perfectionism. Each category has 10 questions which lean towards positive perfectionism and 10 questions toward negative aspects. Terry-Short, Owens, Slade and Dewey (1995) found this scale reliable using 281 women that formed a control group and three experimental groups (depressed, eating disordered, athletes). See Appendix B.

The Trait Flow Scale (TFS) - (Jackson & Marsh, 1998)

measures dispositional flow applied to a sport setting. Flow is an optimal psychological state in which an athlete is totally connected to the performance. There are 36 items to help measure the nine dimensions of a flow experience: challenge-skill balance, action awareness merging, clear goals, unambiguous feedback, concentration on the task at hand, sense of control, loss of self-consciousness, transformation of time and autotelic experience. Flow is related to intrinsic motivation and is a state strived for by athletes during competition. TFS is designed to assess the frequency with which athletes experience flow in general during participation in sport. Early validation research for the scale showed that TFS exhibited alphas ranging from .70 to .88 in a study of 385 athletes at the World Masters Games (Jackson, Kimiecik, Ford & Marsh, 1998). Confirmatory factor analysis found good support for the construct validity of trait flow responses (Marsh & Jackson, 1999). Further validation information will be forthcoming from Jackson prior to thesis defense. See Appendix B.

The Hope Scale (Snyder et al., 1996) is a measure of one's determination to set and meet goals (agency) and ability to create successful plans to achieve one's goals (pathways) (Snyder et al., 1991). The Hope Scale has demonstrated adequate internal and test-retest reliabilities and concurrent construct validity in terms of its correlations with other related measures (Snyder et al., 1991). The Hope Scale has discriminant utility in

predicting goal-related outcomes beyond variances attributable to other measures (Curry, Snyder, et al., 1997; Curry & Snyder, 2000; Snyder, 1994). The Hope Scale has demonstrated adequate internal reliability (.74 to .84 for the total scale, .71 to .76 for the agency subscale and .63 to .80 for the pathways subscale, N=955), test-retest reliability of .85 (N=115, Harney, 1989), .76 (N=205, Gibb, 1990) and .82 (N=133, Yoshinobu, 1989).

Positive and Negative Affectivity- To tap affectivity, four words reflecting positive affect (confident, inspired, energized, eager), and four words reflecting negative affect (worried, fearful, anxious, shaky) were used (see Appendix B). These affect words have been used by others (Curry, 1993; Folkman & Lazarus, 1985; Snyder et al., 1991). The eight affectivity items, and the 5-item Likert Scale ratings, are analogous to the Positive and Negative Affectivity Scale (PANAS; Watson, Clark, & Tellegen, 1988). The four positive affect items and the four negative affect items have factored together appropriately and each displayed high internal consistency (Cronbach's alphas ranged from .81 to .86; Curry, 1993; Snyder et al., 1991).

Coach Evaluation Rating Scale- (Curry,2000) consists of 10 questions for each student athlete. Through the scale, coaches were asked to evaluate an athlete specific to ten areas of sport performance in comparison with other college athletes in the sport. Coaches were instructed to assign an appropriate number specific to that athlete's abilities in

relation to all college athletes within that one sport. The Coach Evaluation Rating Scale has demonstrated adequate validity and intra-judge reliability ($\underline{R}$ = .91-.97, N=23). See Appendix C.

Procedure

The head coaches for each sport were asked to set up a team meeting after the finish of the winter season of 2001. The meeting area was large enough to provide privacy for each student-athlete. The questionnaires took approximately 15 minutes to complete and consisted of an informed consent form, a background questionnaire, the PANPS and the Flow State Scale. At a later date, each coach (head and assistant) was instructed to complete an informed consent form and the Coach Evaluation Rating Scale for each student-athlete. The coaches were instructed to seal and the return the envelope to the investigator through campus mail.

Data Analysis

Data analysis consisted of correlational procedures at the .05 level of significance. Positive and negative perfectionism (PANPS) was correlated separately with the general measure of flow, and each of the nine domains. In addition, both were correlated with 5 questions on the coach evaluation scale: Question 1, which looks at performance achieved; Question 4, mental toughness; Question 7, confidence; Question 8, mental skills in intense pressure; and Question 9, mental skills when facing adversity. Gender differences were examined using a t-test. Team versus

individual sports and differences in class were also examined through an analysis of variance.

Results

The final student-athlete sample consisted of 132 subjects. Males made up 58.3% of the subjects (N = 77) and 41.7% were female (N = 55). Student-athletes in team sports made up 68.9% of the subjects (N = 91) leaving 31.1% in individual sports (N = 41). Classes were divided evenly with freshmen making up 32.6% (N = 43), sophomores at 21.2% (N = 28), juniors at 22.7% (N = 30) and seniors with 23.5% (N = 31). The majority of student-athletes who completed the questionnaires were Caucasian (86%), 11% were African American and 3% being Asian, Hispanic, or Native American. All coaches at the university were surveyed, 23 of the 27 (85.2%) replied. All of the responding coaches had at least 5 years of college coaching experience.

Preliminary testing for gender differences revealed significant differences with the following scales and subscales: total flow (t = 3.78, p < .01), challenge-skill balance (t = 3.04, p < .01), action-awareness merging (t = 2.51, p < .05), clear goals (t = 3.42, p < .01), unambiguous feedback (t = 2.03, p < .05), concentration on the task at hand (t = 3.22, p < .01), sense of control (t = 3.12, p < .01), and positive affect (t = 2.60, p < .05). Therefore, all future analyses were completed separately for males and females.

Reliability and Validity

Scales used in the study demonstrated acceptable reliability and validity for the purposes of this study.

Internal consistency was above .70 on all total and sub scales as recommended by Nunnelley (1978). The Hope Scale (Snyder, 1991), positive and negative affect (Curry, 1997), and the Trait Flow Total and Subscales (Jackson, 1996) reflected means, standard deviations, and factor structuring consistent with previous findings (Tables 1 and 2).

Table 1

Descriptive Statistics

Trait Psychological Measures - Males

Measure	N	Mean	SD
Pos. Perfectionism	77	80.07	9.27
Neg. Perfectionism	77	57.97	10.84
Hope	77	54.25	5.28
Positive Affect	77	15.87	2.02
Negative Affect	77	9.27	2.06
Flow	77	140.03	14.84

Table 2

Descriptive Statistics

Trait Psychological Measures - Females

Measure	N	Mean	SD
Pos. Perfectionism	55	78.18	7.01
Neg. Perfectionism	55	55.89	10.28
Hope	55	53.71	5.15
Positive Affect	77	14.95	2.00
Negative Affect	77	9.74	2.45
Flow	77	130.45	13.59

A varimax factor analysis was completed on the Positive and Negative Perfectionism scale (Terry-Short et al., 1995). Factor one, positive perfectionism, had an Eigen value of 7.08 and a variance of 17.7%. Factor two, negative perfectionism, had an Eigen value of 6.21 and a variance of 15.5%. The total variance of 33% was found as compared to 30.9% in the initial PANPS study (Terry-Short et al., 1995). The internal consistency for positive perfectionism was found to be .86 while negative perfectionism was found to be .86.

Perfectionism Findings

Correlations to related self-report inventories. Pearson product correlations were completed on perfectionism (positive and negative), hope (agency and pathways), affect (positive and negative), and flow (and its dimensions) (See appendix for complete correlation tables by gender). Specific to males, significant correlations were found with hope (r = .434, p < .001), flow (r = .410, p < .001), negative perfectionism (r = .450, p < .001), positive affect (r = .410, p < .001). The two dimensions of hope also had significant correlations: hope agency (r = .480, p <.001), hope pathways (r = .284, p <.005). The following dimensions of flow were found to have significant correlations with positive perfectionism: challenge-skill balance (r = .465, p < .001), clear goals (r = .378, p <.001), unambiguous feedback (r = .400, p < .001), concentration on the task at

hand (r = .453, p < .001), autotelic experience (r = .480, p < .001).

In females, positive perfectionism was significantly correlated with hope (r = .410, p < .001) and flow (r = .419, p< .001). Both dimensions of the hope scale were found to have significant correlations with positive perfectionism: hope agency (r = .364, p < .001) and pathways (r = .340, p < .001). The following dimensions of flow were also found to have significant correlations: merging of action and awareness (r = .347, p < .001), clear goals (r = .477, p < .001), unambiguous feedback (r = .551, p < .001), and challenge-skill balance (r = .334, p < .005).

Correlations to coach-rated sport achievement. Pearson product correlations were also completed on positive perfectionism and the Coach -ARS (Curry, 2001). In males, it was found that question 2, potential (r = -.273, p < .005) had significant correlation. In females, the following coaches questions had significant correlation: question 1, achievement (r = -.324, p < .005); question 4 mental abilities (r = -.339, p < .005); question 5, leadership (r = -.333, p < .005); question 6, confidence (r = -.300, p < .005); question 7, performing under pressure (r = -.355, p < .001); and question 8, performing while facing adversity (r = -.313, p < .005).

Differences for Team and Individual Sports by Gender

A one-way analysis of variance (ANOVA) was completed to examine differences between male athletes in individual

sports (N = 21), male athletes in team sports (N = 56), female athletes in individual sports (N = 20), and female athletes in team sports (N = 35). A significant difference was found among the four groups in positive perfectionism (F (3,131)= 4.79, p = .003). A Bonferroni post hoc test was completed to find where the differences occurred. In positive perfectionism, male team athletes (M = 81.69) significantly differed (p < .05)from female team athletes (M = 76.49) and male individual athletes (M = 75.71). A one-way ANOVA was also completed for class differences, but none were found.

Discussion

The purpose of the study was to investigate positive perfectionism in sport. Overall, results indicated that measuring positive perfectionism is worthy of further research by sport psychologists. The Positive and Negative Perfectionism Scale (PANPS, Terry-Short, et al., 1995) displayed acceptable reliability and validity in this sample of student athletes. A variance of 33% (17.7% positive perfectionism, 15.5% negative perfectionism) was found as compared to 30.9% in the initial PANPS study (Terry-Short et al., 1995). Internal consistency for positive perfectionism was found to be .86 while negative perfectionism was also found to be .86. In the prior study, the mean for positive perfectionism in the control group was M = 66.43, SD = 8.19 and negative perfectionism was M = 51.97, SD = 12.22. The

mean for positive perfectionism in the group consisting of athletes was ($\underline{M}$ = 78.70, SD = 7.72) and negative perfectionism was ($\underline{M}$ = 50.25, SD = 11.80). In the current study, comparable findings were noted, the mean for positive perfectionism was ($\underline{M}$ = 79.28, SD = 8.42) and negative perfectionism was ($\underline{M}$ = 57.11, SD = 10.62). The varimax factor analysis confirmed that, indeed, two factors of positive and negative perfectionism were able to extracted from PANPS. In total, these reliability and validity results would tend to support that PANPS was tapping into perfectionistic tendencies, and offers some confidence in continuing the analysis to determine an initial value of measuring positive perfectionism in sport.

Results specific to Study's Hypotheses

Hypothesis one. It was hypothesized that a significant correlation would be found between positive perfectionism and flow, hope, positive affect and coach-rated sport achievement. In other words, an athlete who displayed behavior of positive perfectionism, would also perform better as rated by their coaches, experience a higher occurrence of flow, score higher in dispositional hope and higher in positive affect. The first hypothesis was mainly supported.

It was found that in male athletes, positive perfectionism was correlated to positive affect, negative

perfectionism, hope, along with its dimensions of agency and pathways. Positive perfectionism was also found to be correlated with the total measure of flow and its dimensions of challenge-skill balance, clear goals, unambiguous feedback and autotelic experience. As for the coaches questionnaire, only the question concerning potential was correlated with positive perfectionism. In the group of female athletes, positive perfectionism was correlated with hope, along with agency and pathways, flow and its dimensions of challenge-skill balance, merging of action and awareness, clear goals, and unambiguous feedback. Positive perfectionism was correlated with more coaches questions with the female athletes than the male athletes: achievement, mental abilities, leadership, confidence, ability to perform under pressure and ability to perform while facing adversity.

The strength of the correlations were in the moderate range as noted by Aron & Aron (1999) (<.20 is small, around .40 is moderate, >.80 is large). In this study, the correlations are typically between .40-.50. This means that there is some relationship between the scales, but they aren't completely the same. This could imply that perfectionism is tapping into some aspects of performance that the other scales used in this study are not. Also, the variance between the scales are not being accessed by

performance. In other words, the scales used in the study are looking at certain aspects of performance, the perfectionism scale is also measuring something more than those scales.

Hypothesis two. It was hypothesized that there would be differences in gender. A gender difference was found in positive affect, total flow and its dimensions of challenge-skill balance, merging of action and awareness, clear goals, unambiguous feedback, concentration on the task at hand and a sense of control. The correlations were completed for the two separate groups (males and females) and different correlations were found between positive perfectionism and the other performance scales for the two groups. Males had a significant correlation between positive perfectionism and positive affect, while females did not. Females had more significant correlations in the Coach-Rated Performance in Sport Scale (Curry, 2000) than males.

In past research, there have been mixed results in gender differences. Some studies have found no difference in perfectionism when looking at gender (Slyter, 2001), while others have found differences (Spangler & Burns, 1999). Typically, studies looking at perfectionism in sport have found gender differences, as have studies using the Positive and Negative Perfectionism Scale (Terry-Short et al., 1995; Haase, Praparvessis & Owens, 1999). In this

particular study, there was no gender difference in perfectionism.

Hypothesis Three. It was hypothesized that there would be differences between individual versus team sport and differences in year in school. No difference was found in year in school, but male team sports did show a significant difference between male individual sports and female team sports. In past research, team sport participants reported greater personal standards and parental expectations and less doubts about ability than individual athletes (Salzman, 1992). This would mean that team athletes had more positive perfectionistic traits than individual athletes. This study supported that finding. The male team athletes scored much higher in positive perfectionism than male individual and female team sports. There may be something in male team sports that could be related to the aspects that make up positive perfectionism. Another possibility is that there may be something in male athletes with the trait of positive perfectionism that helps them to succeed in team sports.

From the model presented by Slade and Owens (1998) on positive perfectionism, an athlete who is motivated to win in order to achieve positive reinforcement would possess more positive perfectionistic qualities. An athlete who is motivated to win in order to avoid failure (which would be catastrophic) would possess negative perfectionistic

qualities. Salzman (1992) also found that team athletes were more competitive and win oriented than athletes on individual sport teams. One difference between team and individual sports is the importance of leaders. The performance of an athlete in an individual sport is based on their own work habits and abilities. On the other hand, for a team to succeed, all members of the team must share the responsibility of working hard. This is where leadership comes into play, if the leaders of the team impose perfectionistic demands on the teammates. According to Hewitt and Flett's (1991) definition of socially-prescribed perfectionism this would lead to negative perfectionism. However, if the athletes themselves, strive to win to obtain positive reinforcement from the leaders of the team or others, than it would be related to positive perfectionism. Since males score higher on positive perfectionism than females, and team sports have other athletes there for positive reinforcement, than males in team sports would score the highest in positive perfectionism.

Positive Perfectionism and Flow

The Trait Flow Scale (Jackson, 2001) is an optimal performance measure. To take it a step further, athletes who experience flow more often, tend to perform better in their sport than other athletes who do not experience flow very often. In this study it was found that athletes who

scored higher on the global aspect of flow, also scored higher on positive perfectionism. Jackson et al. (1998) stated that sometimes it is better to look at the global aspect of flow while other times it is better to look at the subscales. This would be a time to look at the global idea because the overall effect of flow is the focus of the present study. Since athletes that scored higher on global flow, also scored higher on positive perfectionism, this would imply that there could be some relation between positive perfectionism and performing well in sport.

Another possible explanation to why athletes who score higher on flow also score higher on positive perfectionism could be that fear of failure, which is related to negative perfectionism, is also related to anxiety. Jackson et al., (1998) stated that anxiety is the antithesis of flow. This could imply that negative perfectionism, the opposite of positive perfectionism, would be correlated with anxiety, the opposite of flow. To take it a step further, the athletes who scored higher on flow also scored higher on positive perfectionism, thus creating a link between positive perfectionism and higher perceived ability. This supports the claim that Beamer (1999) made that athletes with positive perfectionistic tendencies also have higher self esteem.

Jackson et al., (1998) found that the following

subscales had a strong relation to performing well in sport: clear goals, challenge-skill balance, concentration, sense of control and unambiguous feedback. To take a brief look at the subscales in this study, there is a difference between males and females. Both had significant correlations to positive perfectionism in the subscales of challenge-skill balance, clear goals and unambiguous feedback. All three were strong predictors of flow in Jackson's study. Males also had significant correlations with concentration and autotelic experience. Jackson found concentration to be a strong predictor of flow and autotelic experience to be a moderate predictor. Females had a significant correlation with action-awareness merging. Jackson found that this dimension was not a strong predictor of flow.

Positive Perfectionism and Hope

The trait of hope is connected to goal setting and finding ways to reach those goals. Positive perfectionism is also connected to setting goals, so a significant correlation between hope and positive perfectionism was expected. Hope, as measured by the Hope Scale (Snyder et al., 1991), determined to be a predictor of achievement in sport (Curry et al., 1997). In other words, the amount of hope an athlete possesses can predict how successful the athlete will be. Another connection to look at between hope

and positive perfectionism is the pathway component. This portion of hope refers to a sense of being able to generate successful plans to meet goals. Pathways may require some tendencies of positive perfectionism in finding a way to achieve and working to perfect that option. In other words, because positive perfectionism is related to setting high goals and possessing strong work habits, such an individual may also be able to create appropriate pathways to achieve those goals. Positive perfectionism was significantly correlated with hope, meaning that as hope increases in athletes, so does positive perfectionism. This could mean that as positive perfectionism increases so could the successfulness of the athlete.

Positive Perfectionism and Affect

No correlations were found between negative affect and positive perfectionism. No correlation was expected since negative affect is not related to better performance. This may imply that it is important to focus on positive aspects of performance. In other words, as in the medical model in health promotion, excelled performance in sport cannot be explained simply by the absence of negativity, positive aspects are also needed.

Males had a significant correlation between positive affect and positive perfectionism, but females did not. One other study examining gender differences in positive affect

also found males to possess higher positive affect (Crocker & Graham, 1995), but the majority of studies found no difference. In the past, negative perfectionism is related to negative affect and positive perfectionism is related to positive affect. A reason could be that not as many female athletes completed the questionnaire and there were not appropriate numbers to create a large effect size.

Positive Perfectionism and Coach-Rated Performance in Sport

Males only had one significant correlation between the coaches rating questions and positive perfectionism, while females had six of the eight questions significantly correlated with positive perfectionism. In males, the only question that was correlated to positive perfectionism was the one measured achievement potential. In females, the questions measuring achievement potential, mental skills, ability to lead, confidence, ability to perform under pressure and the ability to perform under adversity all were significantly correlated to positive perfectionism. In other words, for females the coaches rating questionnaire is a much better predictor for positive perfectionism than for males.

The Coach-Rated Performance in Sport Scale (Curry & Maniar, 2001) did show higher correlations for question one (achievement to date) with the Hope Scale (Snyder et al., 1996) and the Trait Flow Scale (Jackson & Marsh, 1998) than

with the Positive and Negative Perfectionism Scale (Terry-Short et al., 1995, see Appendix D). One possible explanation could be that the perfectionism scale is measuring something different than the other scales. Although positive perfectionism may have lower correlations to coach-rated achievement, the findings from this study do indicate the need for future research. Maybe a more refined scale isolating positive perfectionism could better tap into trait characteristics to sport achievement. However, Frost and Marten (1990) did not find any relation between coaches ratings and perfectionism. In the present study a different test was used to measure perfectionism and a different coaches rating questionnaire were used, this could explain why this study found a correlation and the previous study did not.

One possible explanation to the question of gender difference in the coaches rating questionnaire is that the coaches of female sports have a different relationship with the athletes than in male sports. The questionnaire measured many traits that have been found to be related to positive perfectionism. For example, the ability to lead (Hewitt & Flett, 1991) and confidence (Beamer, 1999). Low confidence is related to high anxiety, which is an aspect of negative perfectionism. This re-emphasizes the link between fear of failure and low confidence which is related to

anxiety. Anxiety, again, is the antithesis of flow, which could be related to negative perfectionism.

Another possible explanation to the gender difference could be that there is less positive aspects to perfectionism in males as compared to females. Even though the athlete may score high on the self report scales, they did not score high on a scale completed by another person who is rating their performance. On the other hand the findings that positive perfectionism correlates to coach ratings of confidence, performance under pressure, and coping with adversity, especially for females, offers some support for the self-report findings, this adds to the validity of those scales.

Limitations of Present Study

This study had some limitations. The researchers were unable to get all student-athletes to complete the questionnaire, which meant there were more male athletes that completed the study than females and more team athletes than individual. The low numbers might have had an effect on less significant correlations for females and individual sports. Another problem with the study was the length of the questionnaires. It took them approximately 10-15 minutes to complete, which might have been too long. The concentration might have dwindled toward the end of the packet, where the PANAS was located. One other problem was

the rating of classes. Questions of red shirt years or academic year may have led to an incorrect rating of class.

Conclusions and Future Research Considerations

This study concentrated on the positive aspects of sport performance, that could be why positive perfectionism related more to those measures, or that it is related to positive sport performance. Jackson et al., (1996) stated that flow is not an easy concept to measure empirically, the same could be said about perfectionism. Those authors suggest that a variety of methods in a range of settings are needed to advance the knowledge of flow in sport, again, the same can be said for positive perfectionism. There is some relationship between positive perfectionism and performing well in sport. It has been associated with flow, hope, positive affect and coach ratings, but there is a lot more to research. Future studies could examine the gender differences in positive perfectionism and the differences in team and individual sports. Other future studies could come up with a different scale to measure positive perfectionism in sport. The Positive and Negative Perfectionism Scale did exhibit acceptable reliability and validity in this study, but it might be helpful to develop a scale to measure positive perfectionism in sport specifically. Perfectionism has been identified in athletes, but if they are in a different population, than it might warrant a need for a new

test.

This study showed a relationship between positive perfectionism and an athlete's hope, ability of the athlete to reach an optimal performance state of flow, and display a positive affect. The coaches' ratings of males did not seem to be as strongly correlated to male athletes as it was to the female athletes. This may be something to look at in the future.

Another question for future study is the underlying reasons for insignificant findings for males in the Coach-Rated Performance in Sport Scale (Curry & Maniar, 2001). It may be that there are less positive aspects of perfectionism in males as compared to females.

Even though a relationship was found between positive perfectionism and the measurements of performance, this does not mean there is a cause-effect relationship between positive perfectionism and sport performance. It means that as measures of performance increases, so does positive perfectionism.

In the past, perfectionism has been thought of as a negative aspect of one's personality that would inhibit their ability to perform well in sport. In the last few years, the two aspects of perfectionism have been looked at: positive and negative. It has been recognized that some portions of positive perfectionism are related to performing

well. This study has shown that positive perfectionism is correlated to sport performance. It does warrant further investigation to find what that relationship is and how it can be used in sport psychology.

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Appendix A

Informed Consent Statements

STUDENT ATHLETE INFORMED CONSENT STATEMENT

SUBJECT INFORMATION AND CONSENT FORM

INVESTIGATOR:

Tammy Olson, B.A.
Principal Investigator
Health and Human Performance
109 McGill Hall
The University of Montana
Missoula MT 59812
243-2600 or 243-5528

Lewis A. Curry, Ph.D.
Supervising Investigator
Health and Human Performance
210 McGill Hall
The University of Montana
Missoula MT 59812
243-5242

Special Instructions:

The Department of Health and Human Performance at The University of Montana supports the practice of protection of human subjects participating in research. The following information is provided so that you can decide whether or not you wish to participate in the present study.

If you would like additional information concerning this study before, during, or after it is completed, please feel free to contact me by phone or mail. A copy of this consent form will be given to you.

This consent may contain words that are new to you. If you read any words that are not clear to you, please ask the person who gave you this form to explain them to you.

Purpose:

The study is concerned with how you feel about yourself, in general, and how you feel about your sport performances, in particular.

Procedure:

You will be asked to fill out various standardized surveys (taking about 15 minutes) asking questions about yourself and how you feel about some of your experiences in athletics. In addition, you coach (s) will be asked a couple of questions about your sport performance this past season, as she/he will be asked to answer the same couple of questions about many of your teammates.

Risks/Discomforts:

There could be a risk of someone, including coaches, to find out how each individual student athlete answered the survey. Every precaution will be made to make sure this does not happen.

Benefits:

Your responses to the survey will help us assess how student-athletes feel about themselves during the course of academic year and how student-athletes feel about their abilities to perform at the college level of competition.

Confidentiality:

Be assured that your name will not be associated in any way with the research findings. Dr. Lew Curry will remove this front page from the questionnaire and create a coded number mast list to record your survey responses into the computer. Only Dr. Curry and myself will see your answers. After assuring

compliance to Human Subjects in research, the master list will be destroyed so there will be no future identification.

The results of this survey will only be used as a summary. There will be no identification of student-athletes or even the specific sport.

Compensation for Injury:

If injury is caused by the negligence of the University or any of its employees, you may be entitled to reimbursement or compensation pursuant to the Comprehensive State Insurance Plan established by the Department of Administration under the authority of M.C.A., Title 2, Chapter 9. In the event of a claim for such injury, further information may be obtained from the University's Claims Representative or University Legal Counsel.

Voluntary Participation/Withdrawal:

Your participation is solicited, but is strictly voluntary. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

Questions:

If you have any questions about the research now or during the study contact: Tammy Olson at 243-2600 or Dr. Lew Curry at 243-5242.

Subjects Statement of Consent:

I have read the above description of this research study. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions I may have will also be answered by a member of the research team. I voluntarily agree to take part in this study. I understand I will receive a copy of this form.

_____
Name (Please Print)

_____ _____
Signature of Subject Date

COACH INFORMED CONSENT STATEMENT

SUBJECT INFORMATION AND CONSENT FORM

INVESTIGATOR:

Tammy Olson, B.A.
Principal Investigator
Health and Human Performance
109 McGill Hall
The University of Montana
Missoula MT 59812
243-2600 or 243-5528

Lewis A. Curry, Ph.D.
Supervising Investigator
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210 McGill Hall
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243-5242

Special Instructions:

The Department of Health and Human Performance at The University of Montana supports the practice of protection of human subjects participating in research. The following information is provided so that you can decide whether or not you wish to participate in the present study.

If you would like additional information concerning this study before, during, or after it is completed, please feel free to contact me by phone or mail. A copy of this consent form will be given to you.

Purpose:

The study is concerned with student-athlete achievement in sport.

Procedure:

The athletes in your program who have agreed to participate in this study have previously filled out a questionnaire asking how they feel about themselves, in general, and how they feel about their sport performance, in particular. As your coach, you are requested to answer eight questions specific to each of your athletes.

Risks/Discomforts:

There could be a risk of someone to find out how each individual student athlete answered the survey and how you evaluated each student athlete. Every precaution will be made to make sure this does not happen.

Benefits:

Your responses will help us assess achievement potential, actual outcomes, and possible contributing factors to an athlete's performance success.

Confidentiality:

Be assured that your name will not be associated in any way with the research findings. Dr. Lew Curry will remove this front page from the questionnaire and create a coded-number mast list to record your survey responses into the computer. Only Dr. Curry and myself will see your answers. After assuring compliance to Human Subjects in research, the master list will be destroyed so there will be no future identification.

The generalized results from this study will be shared with all coaches and Athletic Department personnel. No one sport will be singled out in any way. Results will be stratified by class and gender

only.

Compensation for Injury:

If injury is caused by the negligence of the University or any of its employees, you may be entitled to reimbursement or compensation pursuant to the Comprehensive State Insurance Plan established by the Department of Administration under the authority of M.C.A., Title 2, Chapter 9. In the event of a claim for such injury, further information may be obtained from the University's Claims Representative or University Legal Counsel.

Voluntary Participation/Withdrawal:

Your participation is solicited, but is strictly voluntary. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

Questions:

If you have any questions about the research now or during the study contact: Tammy Olson at 243-2600 or Dr. Lew Curry at 243-5242.

Subjects Statement of Consent:

I have read the above description of this research study. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions I may have will also be answered by a member of the research team. I voluntarily agree to take part in this study. I understand I will receive a copy of this form.

_____
Name (Please Print)

_____ _____
Signature of Subject Date

Appendix B

Student-Athlete Questionnaires

Activity Experience Scales

I. Directions: Please answer the following questions in relation to your experiences in your chosen sport. These questions relate to the thoughts and feelings you may experience during participation in your sport. You may experience these characteristics some of the time, all of the time, or none of the time. There are no right or wrong answers. Think about how often you experience each characteristic during your sport and circle the number that best matches your experience.

Generally, when participating in my sport:	Never	Rarely	Sometimes	Frequently	Always
1. I am challenged, but believe my skills will allow me to meet the challenge.	1	2	3	4	5
2. I make the correct movements without thinking about trying to do so.	1	2	3	4	5
3. I know clearly what I want to do.	1	2	3	4	5
4. It is really clear to me how my performance is going.	1	2	3	4	5
5. My attention is focused entirely on what I am doing.	1	2	3	4	5
6. I have a sense of control over what I am doing.	1	2	3	4	5
7 I am not concerned with what others may be thinking of me.	1	2	3	4	5
8. Time seems to alter (either slows down or speeds up).	1	2	3	4	5

Generally, when participating in my sport:	Never	Rarely	Sometimes	Frequently	Always
9. I really enjoy the experience.	1	2	3	4	5
10. My abilities match the high challenge of the situation.	1	2	3	4	5
11. Things just seem to happen automatically	1	2	3	4	5
12. I have a strong sense of what I want to do.	1	2	3	4	5
13. I am aware of how well I am performing.	1	2	3	4	5
14. It is no effort to keep my mind on what is happening.	1	2	3	4	5
15. I feel like I can control what I am doing.	1	2	3	4	5
16. I am not concerned with how others may be evaluating me.	1	2	3	4	5
17 The way time passes seems to be different than normal.	1	2	3	4	5

Generally, when participating in my sport:	Never	Rarely	Sometimes	Frequently	Always
18 I love the feeling of the performance and want to capture it again.	1	2	3	4	5
19 I feel I am competent enough to meet the high demands of the situation.	1	2	3	4	5
20 I perform automatically, without thinking too much.	1	2	3	4	5
21. I know what I want to achieve.	1	2	3	4	5
22. I have a good idea while I am performing about how well I am doing.	1	2	3	4	5
23. I have total concentration.	1	2	3	4	5
24. I have a feeling of total control.	1	2	3	4	5
25. I am not concerned with how I am presenting myself.	1	2	3	4	5
26. It feels like time goes by quickly.	1	2	3	4	5
27 The experience leaves me feeling great.	1	2	3	4	5

Generally, when participating in my sport:	Never	Rarely	Sometimes	Frequently	Always
28. The challenge and my skills are at an equally high level.	1	2	3	4	5
29. I do things spontaneously and automatically without having to think.	1	2	3	4	5
30. My goals are clearly defined.	1	2	3	4	5
31. I can tell by the way I am performing how well I am doing.	1	2	3	4	5
32. I am completely focused on the task at hand.	1	2	3	4	5
33. I feel in total control of my body.	1	2	3	4	5
34. I am not worried about what others may be thinking of me.	1	2	3	4	5
35. I lose my normal awareness of time.	1	2	3	4	5
36. The experience is extremely rewarding	1	2	3	4	5

II. **Directions:** Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided.

1	2	3	4	5	6	7	8
Definitely False	Mostly False	Somewhat False	Slightly False	Slightly True	Somewhat True	Mostly True	Definitely True

_____ 1. I can think of many ways to get out of a jam.

_____ 2. I energetically pursue my goals.

_____ 3. I feel tired most of the time.

_____ 4. There are lots of ways around any problem.

_____ 5. I am easily downed in an argument.

_____ 6. I can think of many ways to get the things in life that are most important to me.

_____ 7. I worry about my health.

_____ 8. Even when others get discouraged, I know I can find a way to solve the problem.

_____ 9. My past experiences have prepared me well for my future.

_____ 10. I've been pretty successful in life.

_____ 11. I usually find myself worrying about something.

_____ 12. I meet the goals I set for myself.

III. **Directions:** Please answer the following questions in relation to your experiences in your chosen sport. These questions relate to the thoughts and feelings you may experience during participation in your sport. You may experience these characteristics some of the time, all of the time, or none of the time. There are no right or wrong answers. Think about how often you experience each characteristic during your sport and circle the number that best matches your experience.

Generally, when participating in my sport, I am	Never	Rarely	Sometimes	Frequently	Always
Confident	1	2	3	4	5
Worried.....	1	2	3	4	5
Inspired.....	1	2	3	4	5
Fearful.....	1	2	3	4	5
Energized.....	1	2	3	4	5
Shaky.....	1	2	3	4	5
Eager.....	1	2	3	4	5
Threatened.....	1	2	3	4	5

IV. Directions: Please answer the following questions in relation to your experiences in your chosen sport. These questions relate to the thoughts and feelings you may experience during participation in your sport. You may experience these characteristics some of the time, all of the time, or none of the time. There are no right or wrong answers. Think about how much you agree or disagree with the following statements as each relates to what you experience when participating in your sport.

Generally, when participating in my sport:	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. I feel anxious that I might fail	1	2	3	4	5
2. My family and friends are proud of me when I do really well.	1	2	3	4	5
3. I take pride in being meticulous when doing things.	1	2	3	4	5
4. I set impossibly high standards for myself.	1	2	3	4	5
5. I try to avoid the disapproval of others at all costs.	1	2	3	4	5
6. I like the acclaim I get for an outstanding performance.	1	2	3	4	5
7 When I am doing something I cannot relax until its perfect.	1	2	3	4	5
8. It feels as though my best is never good enough for other people.	1	2	3	4	5

Generally, when participating in my sport:	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
9. Producing a perfect performance is a reward in its own right.	1	2	3	4	5
10. The problem of success is that I must work even harder.	1	2	3	4	5
11. If I made a mistake, I feel the whole thing is ruined.	1	2	3	4	5
12. I feel dissatisfied with myself unless I am working to a higher standard all the time.	1	2	3	4	5
13. I know the kind of person I ought or want to be, but feel I always fall short of this.	1	2	3	4	5
14. Other people respect me for my achievements.	1	2	3	4	5
15. However well I do, it never seems good enough to please my parents.	1	2	3	4	5
16. I think everyone loves a winner.	1	2	3	4	5

Generally, when participating in my sport:	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
17 Other people expect nothing less than perfection from me.	1	2	3	4	5
18. When competing against others, I'm motivated by wanting to be the best.	1	2	3	4	5
19. I feel good when pushing out the limits.	1	2	3	4	5
20. When I achieve my goals I feel dissatisfied.	1	2	3	4	5
21. My high standards are admired by others.	1	2	3	4	5
22. If I fail people, I fear they will cease to respect or care for me.	1	2	3	4	5
23. I like to please other people by being successful.	1	2	3	4	5
24. I gain great approval from others by the quality of my accomplishments.	1	2	3	4	5
25. My successes spur me on to greater achievements.	1	2	3	4	5

Generally, when participating in my sport:	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
26. I feel guilty or ashamed if I do less than perfect.	1	2	3	4	5
27 No matter how well I do, I never feel satisfied with my performance.	1	2	3	4	5
28. I believe that rigorous practice makes for perfection.	1	2	3	4	5
29. I enjoy the glory gained by my successes.	1	2	3	4	5
30. I gain deep satisfaction when I have perfected something.	1	2	3	4	5
31. I feel I have to be perfect to gain people's approval.	1	2	3	4	5
32. My parents encouraged me to excel.	1	2	3	4	5
33. I worry what others think if I make mistakes.	1	2	3	4	5
34. I get fulfillment from totally dedicating myself to a task.	1	2	3	4	5

Generally, when participating in my sport:	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
35. I like it when others recognized that what I do requires great skill and effort to perfect.	1	2	3	4	5
36. The better I do, the better I am expected to do by others.	1	2	3	4	5
37. I enjoy working toward greater levels of precision and accuracy.	1	2	3	4	5
38. I would rather not start something than risk doing it less perfectly.	1	2	3	4	5
39. When I do things I feel others will judge critically the standard of my work.	1	2	3	4	5
40. I like the challenge of setting very high standards for myself.	1	2	3	4	5

THANK YOU FOR YOUR TIME IN COMPLETING THIS QUESTIONNIARE!

Appendix C

Coaches Questionnaires

Use the scale below to answer the questions about each of the following athletes:

1 = Superior (Top 5%)
2 = Outstanding (Top 15%)
3 = Well Above Average (Top 25%)
4 = Slightly Above Average (Top 40%)
5 = About Average (middle 50% Range)
6 = Slightly Below Average (Lower 40%)
7 = Well Below Average (Lower 25%)
8 = Poor (Lower 15%)

Please take a few moments to think about: [Name of Athlete filled in for coach] _____

Athletic eligibility this past academic year: _____ (fill-in or correct as needed)

ANSWER THE FOLLOWING QUESTIONS ABOUT THIS ATHLETE
IN COMPARISON TO OTHER COLLEGE ATHLETES IN YOUR SPORT

_____ 1. When healthy, the actual level of PERFORMANCE ACHIEVED by this athlete to date
_____ 2. If healthy, the overall ACHIEVEMENT POTENTIAL of this athlete before completing eligibility
_____ 3. Without regard to other performance factors, the PHYSICAL TALENT or PURE GIFTEDNESS of this athlete to perform
_____ 4. Without regard to other performance factors, the MENTAL SKILLS or MEMTAL TOUGHNESS of this athlete to perform
_____ 5. Without regard to other performance factors, the ABILITY TO LEAD or the LEADERSHIP SKILLS of this athlete
_____ 6. Without regard to other performance factors, the CONFIDENCE or the ability to PLAY WITH CONFIDENCE of this athlete
_____ 7. MENTAL SKILLS of this athlete to perform when FACING INTENSE PRESSURE or in KEY GAMES/EVENTS
_____ 8. MENTAL SKILLS of this athlete to perform when FACING ADVERSITY or when THINGS ARE GOING BADLY

Please take a few moments to think about: [Repeated for each Athlete] _____

Athletic eligibility this past academic year: _____ (fill-in or correct as needed)

ANSWER THE FOLLOWING QUESTIONS ABOUT THIS ATHLETE
IN COMPARISON TO OTHER COLLEGE ATHLETES IN YOUR SPORT

_____ 1. When healthy, the actual level of PERFORMANCE ACHIEVED by this athlete to date
_____ 2. If healthy, the overall ACHIEVEMENT POTENTIAL of this athlete before completing eligibility
_____ 3. Without regard to other performance factors, the PHYSICAL TALENT or PURE GIFTEDNESS of this athlete to perform
_____ 4. Without regard to other performance factors, the MENTAL SKILLS or MEMTAL TOUGHNESS of this athlete to perform
_____ 5. Without regard to other performance factors, the ABILITY TO LEAD or the LEADERSHIP SKILLS of this athlete
_____ 6. Without regard to other performance factors, the CONFIDENCE or the ability to PLAY WITH CONFIDENCE of this athlete
_____ 7. MENTAL SKILLS of this athlete to perform when FACING INTENSE PRESSURE or in KEY GAMES/EVENTS
_____ 8. MENTAL SKILLS of this athlete to perform when FACING ADVERSITY or when THINGS ARE GOING BADLY

Appendix D

Correlations

Descriptives

GENDER = 1.00

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
PERFPOS	77	61.00	98.00	80.0649	9.2656
HOPE	77	37.00	64.00	54.2468	5.2794
FLWTOTAL	77	113.00	180.00	140.0390	14.8443
PSAFFECT	77	12.00	20.00	15.8701	2.0219
NGAFFECT	77	4.00	14.00	9.2727	2.0560
PERFNEG	77	32.00	82.00	57.9740	10.8434
Valid N (listwise)	77				

a. GENDER = 1.00

GENDER = 2.00

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
PERFPOS	55	57.00	97.00	78.1818	7.0082
HOPE	55	42.00	64.00	53.7091	5.1520
FLWTOTAL	55	104.00	162.00	130.4545	13.5931
PSAFFECT	55	11.00	19.00	14.9455	2.0039
NGAFFECT	55	5.00	14.00	9.7455	2.4511
PERFNEG	55	35.00	79.00	55.8909	10.2770
Valid N (listwise)	55				

a. GENDER = 2.00

Correlations

GENDER = 1.00

Correlations[a]

		PERFPOS	HOPE	AGENCY	PATHWAYS
PERFPOS	Pearson Correlation	1.000	.434**	.477**	.284*
	Sig. (2-tailed)	.	.000	.000	.012
	N	77	77	77	77
HOPE	Pearson Correlation	.434**	1.000	.838**	.881**
	Sig. (2-tailed)	.000	.	.000	.000
	N	77	77	77	77
AGENCY	Pearson Correlation	.477**	.838**	1.000	.480**
	Sig. (2-tailed)	.000	.000	.	.000
	N	77	77	77	77
PATHWAYS	Pearson Correlation	.284*	.881**	.480**	1.000
	Sig. (2-tailed)	.012	.000	.000	.
	N	77	77	77	77
FLWTOTAL	Pearson Correlation	.410**	.554**	.492**	.464**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	77	77	77	77
FLW1BAL	Pearson Correlation	.465**	.495**	.510**	.353**
	Sig. (2-tailed)	.000	.000	.000	.002
	N	77	77	77	77
FLW2MERG	Pearson Correlation	.163	.551**	.384**	.552**
	Sig. (2-tailed)	.158	.000	.001	.000
	N	77	77	77	77
FLW3GOAL	Pearson Correlation	.378**	.336**	.333**	.252*
	Sig. (2-tailed)	.001	.003	.003	.027
	N	77	77	77	77
FLW4FEED	Pearson Correlation	.400**	.390**	.402**	.278*
	Sig. (2-tailed)	.000	.000	.000	.014
	N	77	77	77	77
FLW5TASK	Pearson Correlation	.453**	.394**	.518**	.184
	Sig. (2-tailed)	.000	.000	.000	.110
	N	77	77	77	77
FLW6CONT	Pearson Correlation	.223	.328**	.346**	.228*
	Sig. (2-tailed)	.051	.004	.002	.046
	N	77	77	77	77
FLW7SELF	Pearson Correlation	-.173	.072	-.073	.178
	Sig. (2-tailed)	.133	.537	.530	.121
	N	77	77	77	77
FLW8TIME	Pearson Correlation	.215	.342**	.162	.409**
	Sig. (2-tailed)	.060	.002	.159	.000
	N	77	77	77	77
FLW9AUTO	Pearson Correlation	.480**	.515**	.533**	.366**
	Sig. (2-tailed)	.000	.000	.000	.001
	N	77	77	77	77

Correlations[a]

		PERFPOS	HOPE	AGENCY	PATHWAYS
PSAFFECT	Pearson Correlation	.450**	.407**	.460**	.255*
	Sig. (2-tailed)	.000	.000	.000	.025
	N	77	77	77	77
NGAFFECT	Pearson Correlation	.086	-.199	-.144	-.196
	Sig. (2-tailed)	.457	.083	.213	.088
	N	77	77	77	77
PERFNEG	Pearson Correlation	.447**	-.042	.002	-.069
	Sig. (2-tailed)	.000	.717	.984	.548
	N	77	77	77	77
Q1ACHIEV	Pearson Correlation	-.166	-.280*	-.357**	-.140
	Sig. (2-tailed)	.149	.014	.001	.223
	N	77	77	77	77
Q2POTNAL	Pearson Correlation	-.273*	-.422**	-.391**	-.338**
	Sig. (2-tailed)	.016	.000	.000	.003
	N	77	77	77	77
Q3PHYSAB	Pearson Correlation	-.062	-.049	-.129	.032
	Sig. (2-tailed)	.589	.670	.265	.780
	N	77	77	77	77
Q4MENTAL	Pearson Correlation	-.028	-.229*	-.206	-.191
	Sig. (2-tailed)	.810	.045	.073	.097
	N	77	77	77	77
Q5LEADER	Pearson Correlation	.056	-.150	-.159	-.103
	Sig. (2-tailed)	.629	.193	.167	.372
	N	77	77	77	77
Q6CONFDC	Pearson Correlation	-.070	-.246*	-.248*	-.180
	Sig. (2-tailed)	.545	.031	.029	117
	N	77	77	77	77
Q7PRESSR	Pearson Correlation	-.039	-.243*	-.276*	-.150
	Sig. (2-tailed)	.734	.034	.015	192
	N	77	77	77	77
Q8ADVERS	Pearson Correlation	-.034	-.207	-.216	-.146
	Sig. (2-tailed)	.771	.070	.059	.205
	N	77	77	77	77

Correlations[a]

		FLWTOTAL	FLW1BAL	FLW2MERG	FLW3GOAL
PERFPOS	Pearson Correlation	.410**	.465**	.163	.378**
	Sig. (2-tailed)	.000	.000	.158	.001
	N	77	77	77	77
HOPE	Pearson Correlation	.554**	.495**	.551**	.336**
	Sig. (2-tailed)	.000	.000	.000	.003
	N	77	77	77	77
AGENCY	Pearson Correlation	.492**	.510**	.384**	.333**
	Sig. (2-tailed)	.000	.000	.001	.003
	N	77	77	77	77
PATHWAYS	Pearson Correlation	.464**	.353**	.552**	.252*
	Sig. (2-tailed)	.000	.002	.000	.027
	N	77	77	77	77
FLWTOTAL	Pearson Correlation	1.000	.720**	.767**	.689**
	Sig. (2-tailed)	.	.000	.000	.000
	N	77	77	77	77
FLW1BAL	Pearson Correlation	.720**	1.000	.534**	.473**
	Sig. (2-tailed)	.000	.	.000	.000
	N	77	77	77	77
FLW2MERG	Pearson Correlation	.767**	.534**	1.000	.400**
	Sig. (2-tailed)	.000	.000	.	.000
	N	77	77	77	77
FLW3GOAL	Pearson Correlation	.689**	.473**	.400**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	77	77	77	77
FLW4FEED	Pearson Correlation	.656**	.454**	.361**	.487**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	77	77	77	77
FLW5TASK	Pearson Correlation	.727**	.461**	.441**	.597**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	77	77	77	77
FLW6CONT	Pearson Correlation	.753**	.473**	.614**	.488**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	77	77	77	77
FLW7SELF	Pearson Correlation	.467**	.092	.369**	.140
	Sig. (2-tailed)	.000	.425	.001	.225
	N	77	77	77	77
FLW8TIME	Pearson Correlation	.575**	.359**	.518**	.164
	Sig. (2-tailed)	.000	.001	.000	.154
	N	77	77	77	77
FLW9AUTO	Pearson Correlation	.721**	.642**	.445**	.584**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	77	77	77	77

Correlations[a]

		FLWTOTAL	FLW1BAL	FLW2MERG	FLW3GOAL
PSAFFECT	Pearson Correlation	.604**	.560**	.348**	.506**
	Sig. (2-tailed)	.000	.000	.002	.000
	N	77	77	77	77
NGAFFECT	Pearson Correlation	-.231*	-.149	-.273*	-.170
	Sig. (2-tailed)	.043	.195	.016	.139
	N	77	77	77	77
PERFNEG	Pearson Correlation	.074	.110	-.012	.107
	Sig. (2-tailed)	.523	.340	.916	.355
	N	77	77	77	77
Q1ACHIEV	Pearson Correlation	-.352**	-.321**	-.324**	-.268*
	Sig. (2-tailed)	.002	.004	.004	.018
	N	77	77	77	77
Q2POTNAL	Pearson Correlation	-.428**	-.369**	-.394**	-.169
	Sig. (2-tailed)	.000	.001	.000	.142
	N	77	77	77	77
Q3PHYSAB	Pearson Correlation	-.271*	-.247*	-.219	-.207
	Sig. (2-tailed)	.017	.031	.056	.072
	N	77	77	77	77
Q4MENTAL	Pearson Correlation	-.186	-.074	-.185	-.060
	Sig. (2-tailed)	.105	.524	.107	.603
	N	77	77	77	77
Q5LEADER	Pearson Correlation	-.179	-.036	-.159	-.108
	Sig. (2-tailed)	.119	.753	.168	.348
	N	77	77	77	77
Q6CONFDC	Pearson Correlation	-.231*	-.101	-.204	-.066
	Sig. (2-tailed)	.044	.381	.075	.570
	N	77	77	77	77
Q7PRESSR	Pearson Correlation	-.244*	-.116	-.243*	-.110
	Sig. (2-tailed)	.032	.317	.033	.339
	N	77	77	77	77
Q8ADVERS	Pearson Correlation	-.175	-.068	-.164	-.055
	Sig. (2-tailed)	.127	.556	.155	.637
	N	77	77	77	77

Correlations[a]

		FLW4FEED	FLW5TASK	FLW6CONT
PERFPOS	Pearson Correlation	.400**	.453**	.223
	Sig. (2-tailed)	.000	.000	.051
	N	77	77	77
HOPE	Pearson Correlation	.390**	.394**	.328**
	Sig. (2-tailed)	.000	.000	.004
	N	77	77	77
AGENCY	Pearson Correlation	.402**	.518**	.346**
	Sig. (2-tailed)	.000	.000	.002
	N	77	77	77
PATHWAYS	Pearson Correlation	.278*	.184	.228*
	Sig. (2-tailed)	.014	.110	.046
	N	77	77	77
FLWTOTAL	Pearson Correlation	.656**	.727**	.753**
	Sig. (2-tailed)	.000	.000	.000
	N	77	77	77
FLW1BAL	Pearson Correlation	.454**	.461**	.473**
	Sig. (2-tailed)	.000	.000	.000
	N	77	77	77
FLW2MERG	Pearson Correlation	.361**	.441**	.614**
	Sig. (2-tailed)	.001	.000	.000
	N	77	77	77
FLW3GOAL	Pearson Correlation	.487**	.597**	.488**
	Sig. (2-tailed)	.000	.000	.000
	N	77	77	77
FLW4FEED	Pearson Correlation	1.000	.553**	.536**
	Sig. (2-tailed)	.	.000	.000
	N	77	77	77
FLW5TASK	Pearson Correlation	.553**	1.000	.644**
	Sig. (2-tailed)	.000	.	.000
	N	77	77	77
FLW6CONT	Pearson Correlation	.536**	.644**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	77	77	77
FLW7SELF	Pearson Correlation	.036	.153	.264*
	Sig. (2-tailed)	.759	.185	.021
	N	77	77	77
FLW8TIME	Pearson Correlation	.187	.171	.245*
	Sig. (2-tailed)	.103	.136	.032
	N	77	77	77
FLW9AUTO	Pearson Correlation	.437**	.516**	.427**
	Sig. (2-tailed)	.000	.000	.000
	N	77	77	77

Correlations[a]

		FLW4FEED	FLW5TASK	FLW6CONT
PSAFFECT	Pearson Correlation	.467**	.461**	.454**
	Sig. (2-tailed)	.000	.000	.000
	N	77	77	77
NGAFFECT	Pearson Correlation	-.146	-.131	-.200
	Sig. (2-tailed)	.204	.256	.081
	N	77	77	77
PERFNEG	Pearson Correlation	.139	.165	.111
	Sig. (2-tailed)	.228	.151	.335
	N	77	77	77
Q1ACHIEV	Pearson Correlation	-.354**	-.206	-.260*
	Sig. (2-tailed)	.002	.073	.022
	N	77	77	77
Q2POTNAL	Pearson Correlation	-.381**	-.201	-.370**
	Sig. (2-tailed)	.001	.080	.001
	N	77	77	77
Q3PHYSAB	Pearson Correlation	-.303**	-.120	-.195
	Sig. (2-tailed)	.007	.298	.089
	N	77	77	77
Q4MENTAL	Pearson Correlation	-.197	-.072	-.172
	Sig. (2-tailed)	.086	.535	.134
	N	77	77	77
Q5LEADER	Pearson Correlation	-.224*	-.106	-.105
	Sig. (2-tailed)	.050	.358	.364
	N	77	77	77
Q6CONFDC	Pearson Correlation	-.190	-.199	-.205
	Sig. (2-tailed)	.097	.083	.074
	N	77	77	77
Q7PRESSR	Pearson Correlation	-.193	-.169	-.191
	Sig. (2-tailed)	.093	.141	.095
	N	77	77	77
Q8ADVERS	Pearson Correlation	-.181	-.116	-.119
	Sig. (2-tailed)	.115	.315	.302
	N	77	77	77

Correlations[a]

		FLW7SELF	FLW8TIME	FLW9AUTO	PSAFFECT
PERFPOS	Pearson Correlation	-.173	.215	.480**	.450**
	Sig. (2-tailed)	.133	.060	.000	.000
	N	77	77	77	77
HOPE	Pearson Correlation	.072	.342**	.515**	.407**
	Sig. (2-tailed)	.537	.002	.000	.000
	N	77	77	77	77
AGENCY	Pearson Correlation	-.073	.162	.533**	.460**
	Sig. (2-tailed)	.530	.159	.000	.000
	N	77	77	77	77
PATHWAYS	Pearson Correlation	.178	.409**	.366**	.255*
	Sig. (2-tailed)	.121	.000	.001	.025
	N	77	77	77	77
FLWTOTAL	Pearson Correlation	.467**	.575**	.721**	.604**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	77	77	77	77
FLW1BAL	Pearson Correlation	.092	.359**	.642**	.560**
	Sig. (2-tailed)	.425	.001	.000	.000
	N	77	77	77	77
FLW2MERG	Pearson Correlation	.369**	.518**	.445**	.348**
	Sig. (2-tailed)	.001	.000	.000	.002
	N	77	77	77	77
FLW3GOAL	Pearson Correlation	.140	.164	.584**	.506**
	Sig. (2-tailed)	.225	.154	.000	.000
	N	77	77	77	77
FLW4FEED	Pearson Correlation	.036	.187	.437**	.467**
	Sig. (2-tailed)	.759	.103	.000	.000
	N	77	77	77	77
FLW5TASK	Pearson Correlation	.153	.171	.516**	.461**
	Sig. (2-tailed)	.185	.136	.000	.000
	N	77	77	77	77
FLW6CONT	Pearson Correlation	.264*	.245*	.427**	.454**
	Sig. (2-tailed)	.021	.032	.000	.000
	N	77	77	77	77
FLW7SELF	Pearson Correlation	1.000	.356**	.121	.113
	Sig. (2-tailed)	.	.001	.295	.328
	N	77	77	77	77
FLW8TIME	Pearson Correlation	.356**	1.000	.299**	.217
	Sig. (2-tailed)	.001	.	.008	.058
	N	77	77	77	77
FLW9AUTO	Pearson Correlation	.121	.299**	1.000	.625**
	Sig. (2-tailed)	.295	.008	.	.000
	N	77	77	77	77

Correlations[a]

		FLW7SELF	FLW8TIME	FLW9AUTO	PSAFFECT
PSAFFECT	Pearson Correlation	.113	.217	.625**	1.000
	Sig. (2-tailed)	.328	.058	.000	.
	N	77	77	77	77
NGAFFECT	Pearson Correlation	-.166	-.022	-.160	-.045
	Sig. (2-tailed)	.148	.851	.164	.696
	N	77	77	77	77
PERFNEG	Pearson Correlation	-.261*	.049	.144	.077
	Sig. (2-tailed)	.022	.674	.210	.504
	N	77	77	77	77
Q1ACHIEV	Pearson Correlation	-.033	-.179	-.239*	-.253*
	Sig. (2-tailed)	.774	119	.036	.027
	N	77	77	77	77
Q2POTNAL	Pearson Correlation	-.098	-.343**	-.282*	-.237*
	Sig. (2-tailed)	.395	.002	.013	.038
	N	77	77	77	77
Q3PHYSAB	Pearson Correlation	-.068	-.153	-.148	-.166
	Sig. (2-tailed)	.558	184	.200	.150
	N	77	77	77	77
Q4MENTAL	Pearson Correlation	-.098	-.130	-.122	-.200
	Sig. (2-tailed)	.397	.259	.292	.081
	N	77	77	77	77
Q5LEADER	Pearson Correlation	-.152	-.125	-.024	-.144
	Sig. (2-tailed)	.186	.280	.839	.213
	N	77	77	77	77
Q6CONFDC	Pearson Correlation	-.111	-.161	-.145	-.161
	Sig. (2-tailed)	.338	.161	.210	.162
	N	77	77	77	77
Q7PRESSR	Pearson Correlation	-.118	-.184	-.142	-.167
	Sig. (2-tailed)	.306	109	.219	.147
	N	77	77	77	77
Q8ADVERS	Pearson Correlation	-.117	-.122	-.089	-.138
	Sig. (2-tailed)	.311	.292	.439	.230
	N	77	77	77	77

Correlations[a]

		NGAFFECT	PERFNEG	Q1ACHIEV	Q2POTNAL
PERFPOS	Pearson Correlation	.086	.447**	-.166	-.273*
	Sig. (2-tailed)	.457	.000	149	.016
	N	77	77	77	77
HOPE	Pearson Correlation	-.199	-.042	-.280*	-.422**
	Sig. (2-tailed)	.083	.717	.014	.000
	N	77	77	77	77
AGENCY	Pearson Correlation	-.144	.002	-.357**	-.391**
	Sig. (2-tailed)	.213	.984	.001	.000
	N	77	77	77	77
PATHWAYS	Pearson Correlation	-.196	-.069	-.140	-.338**
	Sig. (2-tailed)	.088	.548	.223	.003
	N	77	77	77	77
FLWTOTAL	Pearson Correlation	-.231*	.074	-.352**	-.428**
	Sig. (2-tailed)	.043	.523	.002	.000
	N	77	77	77	77
FLW1BAL	Pearson Correlation	-.149	.110	-.321**	-.369**
	Sig. (2-tailed)	.195	.340	.004	.001
	N	77	77	77	77
FLW2MERG	Pearson Correlation	-.273*	-.012	-.324**	-.394**
	Sig. (2-tailed)	.016	.916	.004	.000
	N	77	77	77	77
FLW3GOAL	Pearson Correlation	-.170	.107	-.268*	-.169
	Sig. (2-tailed)	.139	.355	.018	.142
	N	77	77	77	77
FLW4FEED	Pearson Correlation	-.146	.139	-.354**	-.381**
	Sig. (2-tailed)	.204	.228	.002	.001
	N	77	77	77	77
FLW5TASK	Pearson Correlation	-.131	.165	-.206	-.201
	Sig. (2-tailed)	.256	.151	.073	.080
	N	77	77	77	77
FLW6CONT	Pearson Correlation	-.200	.111	-.260*	-.370**
	Sig. (2-tailed)	.081	.335	.022	.001
	N	77	77	77	77
FLW7SELF	Pearson Correlation	-.166	-.261*	-.033	-.098
	Sig. (2-tailed)	.148	.022	.774	.395
	N	77	77	77	77
FLW8TIME	Pearson Correlation	-.022	.049	-.179	-.343**
	Sig. (2-tailed)	.851	.674	.119	.002
	N	77	77	77	77
FLW9AUTO	Pearson Correlation	-.160	.144	-.239*	-.282*
	Sig. (2-tailed)	.164	.210	.036	.013
	N	77	77	77	77

Correlations[a]

		NGAFFECT	PERFNEG	Q1ACHIEV	Q2POTNAL
PSAFFECT	Pearson Correlation	-.045	.077	-.253*	-.237*
	Sig. (2-tailed)	.696	.504	.027	.038
	N	77	77	77	77
NGAFFECT	Pearson Correlation	1.000	.443**	.052	.039
	Sig. (2-tailed)	.	.000	.652	.738
	N	77	77	77	77
PERFNEG	Pearson Correlation	.443**	1.000	-.076	-.265*
	Sig. (2-tailed)	.000	.	.511	.020
	N	77	77	77	77
Q1ACHIEV	Pearson Correlation	.052	-.076	1.000	.670**
	Sig. (2-tailed)	.652	.511	.	.000
	N	77	77	77	77
Q2POTNAL	Pearson Correlation	.039	-.265*	.670**	1.000
	Sig. (2-tailed)	.738	.020	.000	.
	N	77	77	77	77
Q3PHYSAB	Pearson Correlation	.081	-.036	.736**	.442**
	Sig. (2-tailed)	.486	.759	.000	.000
	N	77	77	77	77
Q4MENTAL	Pearson Correlation	.136	.111	.475**	.238*
	Sig. (2-tailed)	.240	.336	.000	.037
	N	77	77	77	77
Q5LEADER	Pearson Correlation	.054	.150	.475**	.246*
	Sig. (2-tailed)	.642	.192	.000	.031
	N	77	77	77	77
Q6CONFDC	Pearson Correlation	.161	.083	.505**	.387**
	Sig. (2-tailed)	.161	.472	.000	.001
	N	77	77	77	77
Q7PRESSR	Pearson Correlation	.109	.093	.589**	.329**
	Sig. (2-tailed)	.345	.421	.000	.003
	N	77	77	77	77
Q8ADVERS	Pearson Correlation	.081	.151	.488**	.283*
	Sig. (2-tailed)	.483	.190	.000	.013
	N	77	77	77	77

Correlations[a]

		Q3PHYSAB	Q4MENTAL	Q5LEADER
PERFPOS	Pearson Correlation	-.062	-.028	.056
	Sig. (2-tailed)	.589	.810	.629
	N	77	77	77
HOPE	Pearson Correlation	-.049	-.229*	-.150
	Sig. (2-tailed)	.670	.045	.193
	N	77	77	77
AGENCY	Pearson Correlation	-.129	-.206	-.159
	Sig. (2-tailed)	.265	.073	.167
	N	77	77	77
PATHWAYS	Pearson Correlation	.032	-.191	-.103
	Sig. (2-tailed)	.780	.097	.372
	N	77	77	77
FLWTOTAL	Pearson Correlation	-.271*	-.186	-.179
	Sig. (2-tailed)	.017	.105	.119
	N	77	77	77
FLW1BAL	Pearson Correlation	-.247*	-.074	-.036
	Sig. (2-tailed)	.031	.524	.753
	N	77	77	77
FLW2MERG	Pearson Correlation	-.219	-.185	-.159
	Sig. (2-tailed)	.056	.107	.168
	N	77	77	77
FLW3GOAL	Pearson Correlation	-.207	-.060	-.108
	Sig. (2-tailed)	.072	.603	.348
	N	77	77	77
FLW4FEED	Pearson Correlation	-.303**	-.197	-.224*
	Sig. (2-tailed)	.007	.086	.050
	N	77	77	77
FLW5TASK	Pearson Correlation	-.120	-.072	-.106
	Sig. (2-tailed)	.298	.535	.358
	N	77	77	77
FLW6CONT	Pearson Correlation	-.195	-.172	-.105
	Sig. (2-tailed)	.089	.134	.364
	N	77	77	77
FLW7SELF	Pearson Correlation	-.068	-.098	-.152
	Sig. (2-tailed)	.558	.397	.186
	N	77	77	77
FLW8TIME	Pearson Correlation	-.153	-.130	-.125
	Sig. (2-tailed)	.184	.259	.280
	N	77	77	77
FLW9AUTO	Pearson Correlation	-.148	-.122	-.024
	Sig. (2-tailed)	.200	.292	.839
	N	77	77	77

Correlations[a]

		Q3PHYSAB	Q4MENTAL	Q5LEADER
PSAFFECT	Pearson Correlation	-.166	-.200	-.144
	Sig. (2-tailed)	.150	.081	.213
	N	77	77	77
NGAFFECT	Pearson Correlation	.081	.136	.054
	Sig. (2-tailed)	.486	.240	.642
	N	77	77	77
PERFNEG	Pearson Correlation	-.036	.111	.150
	Sig. (2-tailed)	.759	.336	.192
	N	77	77	77
Q1ACHIEV	Pearson Correlation	.736**	.475**	.475**
	Sig. (2-tailed)	.000	.000	.000
	N	77	77	77
Q2POTNAL	Pearson Correlation	.442**	.238*	.246*
	Sig. (2-tailed)	.000	.037	.031
	N	77	77	77
Q3PHYSAB	Pearson Correlation	1.000	.304**	.399**
	Sig. (2-tailed)		.007	.000
	N	77	77	77
Q4MENTAL	Pearson Correlation	.304**	1.000	.847**
	Sig. (2-tailed)	.007	.	.000
	N	77	77	77
Q5LEADER	Pearson Correlation	.399**	.847**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	77	77	77
Q6CONFDC	Pearson Correlation	.205	.721**	.621**
	Sig. (2-tailed)	.074	.000	.000
	N	77	77	77
Q7PRESSR	Pearson Correlation	.341**	.788**	.697**
	Sig. (2-tailed)	.002	.000	.000
	N	77	77	77
Q8ADVERS	Pearson Correlation	.326**	.876**	.876**
	Sig. (2-tailed)	.004	.000	.000
	N	77	77	77

Correlations[a]

		Q6CONFDC	Q7PRESSR	Q8ADVERS
PERFPOS	Pearson Correlation	-.070	-.039	-.034
	Sig. (2-tailed)	.545	734	.771
	N	77	77	77
HOPE	Pearson Correlation	-.246*	-.243*	-.207
	Sig. (2-tailed)	.031	.034	.070
	N	77	77	77
AGENCY	Pearson Correlation	-.248*	-.276*	-.216
	Sig. (2-tailed)	.029	.015	.059
	N	77	77	77
PATHWAYS	Pearson Correlation	-.180	-.150	-.146
	Sig. (2-tailed)	.117	192	.205
	N	77	77	77
FLWTOTAL	Pearson Correlation	-.231*	-.244*	-.175
	Sig. (2-tailed)	.044	.032	.127
	N	77	77	77
FLW1BAL	Pearson Correlation	-.101	-.116	-.068
	Sig. (2-tailed)	.381	.317	.556
	N	77	77	77
FLW2MERG	Pearson Correlation	-.204	-.243*	-.164
	Sig. (2-tailed)	.075	.033	.155
	N	77	77	77
FLW3GOAL	Pearson Correlation	-.066	-.110	-.055
	Sig. (2-tailed)	.570	.339	.637
	N	77	77	77
FLW4FEED	Pearson Correlation	-.190	-.193	-.181
	Sig. (2-tailed)	.097	.093	.115
	N	77	77	77
FLW5TASK	Pearson Correlation	-.199	-.169	-.116
	Sig. (2-tailed)	.083	.141	.315
	N	77	77	77
FLW6CONT	Pearson Correlation	-.205	-.191	-.119
	Sig. (2-tailed)	.074	.095	.302
	N	77	77	77
FLW7SELF	Pearson Correlation	-.111	-.118	-.117
	Sig. (2-tailed)	.338	.306	.311
	N	77	77	77
FLW8TIME	Pearson Correlation	-.161	-.184	-.122
	Sig. (2-tailed)	.161	.109	.292
	N	77	77	77
FLW9AUTO	Pearson Correlation	-.145	-.142	-.089
	Sig. (2-tailed)	.210	.219	.439
	N	77	77	77

Correlations[a]

		Q6CONFDC	Q7PRESSR	Q8ADVERS
PSAFFECT	Pearson Correlation	-.161	-.167	-.138
	Sig. (2-tailed)	162	.147	.230
	N	77	77	77
NGAFFECT	Pearson Correlation	.161	.109	.081
	Sig. (2-tailed)	161	.345	.483
	N	77	77	77
PERFNEG	Pearson Correlation	.083	.093	151
	Sig. (2-tailed)	.472	421	.190
	N	77	77	77
Q1ACHIEV	Pearson Correlation	.505**	.589**	.488**
	Sig. (2-tailed)	.000	.000	.000
	N	77	77	77
Q2POTNAL	Pearson Correlation	.387**	.329**	.283*
	Sig. (2-tailed)	.001	.003	.013
	N	77	77	77
Q3PHYSAB	Pearson Correlation	.205	.341**	.326**
	Sig. (2-tailed)	.074	.002	.004
	N	77	77	77
Q4MENTAL	Pearson Correlation	.721**	.788**	.876**
	Sig. (2-tailed)	.000	.000	.000
	N	77	77	77
Q5LEADER	Pearson Correlation	.621**	.697**	.876**
	Sig. (2-tailed)	.000	.000	.000
	N	77	77	77
Q6CONFDC	Pearson Correlation	1.000	.889**	.634**
	Sig. (2-tailed)	.	.000	.000
	N	77	77	77
Q7PRESSR	Pearson Correlation	.889**	1.000	.764**
	Sig. (2-tailed)	.000	.	.000
	N	77	77	77
Q8ADVERS	Pearson Correlation	.634**	.764**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	77	77	77

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

a. GENDER = 1.00

GENDER = 2.00

Correlations[a]

		PERFPOS	HOPE	AGENCY	PATHWAYS
PERFPOS	Pearson Correlation	1.000	.410**	.364**	.340*
	Sig. (2-tailed)	.	.002	.006	.011
	N	55	55	55	55
HOPE	Pearson Correlation	.410**	1.000	.850**	.864**
	Sig. (2-tailed)	.002	.	.000	.000
	N	55	55	55	55
AGENCY	Pearson Correlation	.364**	.850**	1.000	.473**
	Sig. (2-tailed)	.006	.000	.	.000
	N	55	55	55	55
PATHWAYS	Pearson Correlation	.340*	.864**	.473**	1.000
	Sig. (2-tailed)	.011	.000	.000	.
	N	55	55	55	55
FLWTOTAL	Pearson Correlation	.419**	.595**	.471**	.543**
	Sig. (2-tailed)	.001	.000	.000	.000
	N	55	55	55	55
FLW1BAL	Pearson Correlation	.313*	.316*	.116	.377**
	Sig. (2-tailed)	.020	.019	.398	.005
	N	55	55	55	55
FLW2MERG	Pearson Correlation	.347**	.349**	.343*	.252
	Sig. (2-tailed)	.009	.009	.010	.063
	N	55	55	55	55
FLW3GOAL	Pearson Correlation	.477**	.607**	.514**	.524**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	55	55	55	55
FLW4FEED	Pearson Correlation	.551**	.334*	.262	.304*
	Sig. (2-tailed)	.000	.013	.054	.024
	N	55	55	55	55
FLW5TASK	Pearson Correlation	.204	.220	.124	.250
	Sig. (2-tailed)	.134	.107	.368	.065
	N	55	55	55	55
FLW6CONT	Pearson Correlation	.221	.521**	.401**	.487**
	Sig. (2-tailed)	.105	.000	.002	.000
	N	55	55	55	55
FLW7SELF	Pearson Correlation	.013	.294*	.299*	.209
	Sig. (2-tailed)	.927	.029	.027	.125
	N	55	55	55	55
FLW8TIME	Pearson Correlation	.106	.330*	.245	.324*
	Sig. (2-tailed)	.442	.014	.071	.016
	N	55	55	55	55
FLW9AUTO	Pearson Correlation	.077	.316*	.217	.319*
	Sig. (2-tailed)	.576	.019	.112	.018
	N	55	55	55	55

Correlations[a]

		PERFPOS	HOPE	AGENCY	PATHWAYS
PSAFFECT	Pearson Correlation	.239	.372**	.201	.419**
	Sig. (2-tailed)	.078	.005	.140	.001
	N	55	55	55	55
NGAFFECT	Pearson Correlation	.052	-.060	-.004	-.096
	Sig. (2-tailed)	.704	.662	.975	.487
	N	55	55	55	55
PERFNEG	Pearson Correlation	.065	-.198	-.245	-.093
	Sig. (2-tailed)	.638	.148	.072	.500
	N	55	55	55	55
Q1ACHIEV	Pearson Correlation	-.324*	-.345**	-.416**	-.177
	Sig. (2-tailed)	.016	.010	.002	.197
	N	55	55	55	55
Q2POTNAL	Pearson Correlation	-.251	-.413**	-.463**	-.234
	Sig. (2-tailed)	.064	.002	.000	.085
	N	55	55	55	55
Q3PHYSAB	Pearson Correlation	-.159	-.089	-.171	.013
	Sig. (2-tailed)	.247	.518	.212	.927
	N	55	55	55	55
Q4MENTAL	Pearson Correlation	-.339*	-.522**	-.524**	-.368**
	Sig. (2-tailed)	.011	.000	.000	.006
	N	55	55	55	55
Q5LEADER	Pearson Correlation	-.333*	-.452**	-.450**	-.318*
	Sig. (2-tailed)	.013	.001	.001	.018
	N	55	55	55	55
Q6CONFDC	Pearson Correlation	-.300*	-.499**	-.450**	-.402**
	Sig. (2-tailed)	.026	.000	.001	.002
	N	55	55	55	55
Q7PRESSR	Pearson Correlation	-.355**	-.508**	-.440**	-.421**
	Sig. (2-tailed)	.008	.000	.001	.001
	N	55	55	55	55
Q8ADVERS	Pearson Correlation	-.313*	-.495**	-.423**	-.421**
	Sig. (2-tailed)	.020	.000	.001	.001
	N	55	55	55	55

Correlations[a]

		FLWTOTAL	FLW1BAL	FLW2MERG	FLW3GOAL
PERFPOS	Pearson Correlation	.419**	.313*	.347**	.477**
	Sig. (2-tailed)	.001	.020	.009	.000
	N	55	55	55	55
HOPE	Pearson Correlation	.595**	.316*	.349**	.607**
	Sig. (2-tailed)	.000	.019	.009	.000
	N	55	55	55	55
AGENCY	Pearson Correlation	.471**	.116	.343*	.514**
	Sig. (2-tailed)	.000	.398	.010	.000
	N	55	55	55	55
PATHWAYS	Pearson Correlation	.543**	.377**	.252	.524**
	Sig. (2-tailed)	.000	.005	.063	.000
	N	55	55	55	55
FLWTOTAL	Pearson Correlation	1.000	.624**	.726**	.656**
	Sig. (2-tailed)	.	.000	.000	.000
	N	55	55	55	55
FLW1BAL	Pearson Correlation	.624**	1.000	.519**	.311*
	Sig. (2-tailed)	.000	.	.000	.021
	N	55	55	55	55
FLW2MERG	Pearson Correlation	.726**	.519**	1.000	.433**
	Sig. (2-tailed)	.000	.000	.	.001
	N	55	55	55	55
FLW3GOAL	Pearson Correlation	.656**	.311*	.433**	1.000
	Sig. (2-tailed)	.000	.021	.001	
	N	55	55	55	55
FLW4FEED	Pearson Correlation	.559**	.379**	.395**	.592**
	Sig. (2-tailed)	.000	.004	.003	.000
	N	55	55	55	55
FLW5TASK	Pearson Correlation	.606**	.263	.289*	.340*
	Sig. (2-tailed)	.000	.052	.032	.011
	N	55	55	55	55
FLW6CONT	Pearson Correlation	.751**	.405**	.674**	.449**
	Sig. (2-tailed)	.000	.002	.000	.001
	N	55	55	55	55
FLW7SELF	Pearson Correlation	.518**	.200	.258	.164
	Sig. (2-tailed)	.000	.142	.058	.232
	N	55	55	55	55
FLW8TIME	Pearson Correlation	.451**	.184	.178	.124
	Sig. (2-tailed)	.001	.179	.194	.368
	N	55	55	55	55
FLW9AUTO	Pearson Correlation	.664**	.424**	.350**	.223
	Sig. (2-tailed)	.000	.001	.009	.102
	N	55	55	55	55

Correlations[a]

		FLWTOTAL	FLW1BAL	FLW2MERG	FLW3GOAL
PSAFFECT	Pearson Correlation	.655**	.652**	.485**	.450**
	Sig. (2-tailed)	.000	.000	.000	.001
	N	55	55	55	55
NGAFFECT	Pearson Correlation	-.334*	-.419**	-.213	-.060
	Sig. (2-tailed)	.013	.001	119	.661
	N	55	55	55	55
PERFNEG	Pearson Correlation	-.190	-.074	-.238	-.085
	Sig. (2-tailed)	165	.590	.080	.540
	N	55	55	55	55
Q1ACHIEV	Pearson Correlation	-.355**	-.199	-.401**	-.257
	Sig. (2-tailed)	.008	.146	.002	.058
	N	55	55	55	55
Q2POTNAL	Pearson Correlation	-.295*	-.381**	-.254	-.142
	Sig. (2-tailed)	.029	.004	.061	.300
	N	55	55	55	55
Q3PHYSAB	Pearson Correlation	-.160	-.096	-.183	-.107
	Sig. (2-tailed)	.243	.484	.180	438
	N	55	55	55	55
Q4MENTAL	Pearson Correlation	-.564**	-.351**	-.555**	-.448**
	Sig. (2-tailed)	.000	.009	.000	.001
	N	55	55	55	55
Q5LEADER	Pearson Correlation	-.516**	-.291*	-.489**	-.481**
	Sig. (2-tailed)	.000	.031	.000	.000
	N	55	55	55	55
Q6CONFDC	Pearson Correlation	-.581**	-.327*	-.578**	-.450**
	Sig. (2-tailed)	.000	.015	.000	.001
	N	55	55	55	55
Q7PRESSR	Pearson Correlation	-.593**	-.422**	-.596**	-.469**
	Sig. (2-tailed)	.000	.001	.000	.000
	N	55	55	55	55
Q8ADVERS	Pearson Correlation	-.520**	-.306*	-.485**	-.378**
	Sig. (2-tailed)	.000	.023	.000	.004
	N	55	55	55	55

Correlations[a]

		FLW4FEED	FLW5TASK	FLW6CONT
PERFPOS	Pearson Correlation	.551**	.204	.221
	Sig. (2-tailed)	.000	.134	.105
	N	55	55	55
HOPE	Pearson Correlation	.334*	.220	.521**
	Sig. (2-tailed)	.013	.107	.000
	N	55	55	55
AGENCY	Pearson Correlation	.262	.124	.401**
	Sig. (2-tailed)	.054	.368	.002
	N	55	55	55
PATHWAYS	Pearson Correlation	.304*	.250	.487**
	Sig. (2-tailed)	.024	.065	.000
	N	55	55	55
FLWTOTAL	Pearson Correlation	.559**	.606**	.751**
	Sig. (2-tailed)	.000	.000	.000
	N	55	55	55
FLW1BAL	Pearson Correlation	.379**	.263	.405**
	Sig. (2-tailed)	.004	.052	.002
	N	55	55	55
FLW2MERG	Pearson Correlation	.395**	.289*	.674**
	Sig. (2-tailed)	.003	.032	.000
	N	55	55	55
FLW3GOAL	Pearson Correlation	.592**	.340*	.449**
	Sig. (2-tailed)	.000	.011	.001
	N	55	55	55
FLW4FEED	Pearson Correlation	1.000	.450**	.368**
	Sig. (2-tailed)	.	.001	.006
	N	55	55	55
FLW5TASK	Pearson Correlation	.450**	1.000	.502**
	Sig. (2-tailed)	.001	.	.000
	N	55	55	55
FLW6CONT	Pearson Correlation	.368**	.502**	1.000
	Sig. (2-tailed)	.006	.000	.
	N	55	55	55
FLW7SELF	Pearson Correlation	-.049	.126	.284*
	Sig. (2-tailed)	.724	.359	.035
	N	55	55	55
FLW8TIME	Pearson Correlation	-.062	.058	.131
	Sig. (2-tailed)	.652	.675	.341
	N	55	55	55
FLW9AUTO	Pearson Correlation	.052	.364**	.443**
	Sig. (2-tailed)	.706	.006	.001
	N	55	55	55

Correlations[a]

		FLW4FEED	FLW5TASK	FLW6CONT
PSAFFECT	Pearson Correlation	.332*	.379**	.465**
	Sig. (2-tailed)	.013	.004	.000
	N	55	55	55
NGAFFECT	Pearson Correlation	-.042	-.180	-.264
	Sig. (2-tailed)	.761	189	.052
	N	55	55	55
PERFNEG	Pearson Correlation	-.151	.049	-.375**
	Sig. (2-tailed)	.271	.720	.005
	N	55	55	55
Q1ACHIEV	Pearson Correlation	-.069	-.015	-.331*
	Sig. (2-tailed)	.617	.916	.014
	N	55	55	55
Q2POTNAL	Pearson Correlation	-.041	-.098	-.225
	Sig. (2-tailed)	.765	.477	.098
	N	55	55	55
Q3PHYSAB	Pearson Correlation	.065	-.064	-.214
	Sig. (2-tailed)	.638	.641	.116
	N	55	55	55
Q4MENTAL	Pearson Correlation	-.253	-.225	-.609**
	Sig. (2-tailed)	.062	.099	.000
	N	55	55	55
Q5LEADER	Pearson Correlation	-.313*	-.268*	-.439**
	Sig. (2-tailed)	.020	.048	.001
	N	55	55	55
Q6CONFDC	Pearson Correlation	-.198	-.231	-.589**
	Sig. (2-tailed)	.148	.090	.000
	N	55	55	55
Q7PRESSR	Pearson Correlation	-.221	-.186	-.582**
	Sig. (2-tailed)	.104	.173	.000
	N	55	55	55
Q8ADVERS	Pearson Correlation	-.175	-.237	-.633**
	Sig. (2-tailed)	.202	.082	.000
	N	55	55	55

Correlations[a]

		FLW7SELF	FLW8TIME	FLW9AUTO	PSAFFECT
PERFPOS	Pearson Correlation	.013	.106	.077	.239
	Sig. (2-tailed)	.927	.442	.576	.078
	N	55	55	55	55
HOPE	Pearson Correlation	.294*	.330*	.316*	.372**
	Sig. (2-tailed)	.029	.014	.019	.005
	N	55	55	55	55
AGENCY	Pearson Correlation	.299*	.245	.217	.201
	Sig. (2-tailed)	.027	.071	.112	.140
	N	55	55	55	55
PATHWAYS	Pearson Correlation	.209	.324*	.319*	.419**
	Sig. (2-tailed)	.125	.016	.018	.001
	N	55	55	55	55
FLWTOTAL	Pearson Correlation	.518**	.451**	.664**	.655**
	Sig. (2-tailed)	.000	.001	.000	.000
	N	55	55	55	55
FLW1BAL	Pearson Correlation	.200	.184	.424**	.652**
	Sig. (2-tailed)	.142	.179	.001	.000
	N	55	55	55	55
FLW2MERG	Pearson Correlation	.258	.178	.350**	.485**
	Sig. (2-tailed)	.058	.194	.009	.000
	N	55	55	55	55
FLW3GOAL	Pearson Correlation	.164	.124	.223	.450**
	Sig. (2-tailed)	.232	.368	.102	.001
	N	55	55	55	55
FLW4FEED	Pearson Correlation	-.049	-.062	.052	.332*
	Sig. (2-tailed)	.724	.652	.706	.013
	N	55	55	55	55
FLW5TASK	Pearson Correlation	.126	.058	.364**	.379**
	Sig. (2-tailed)	.359	.675	.006	.004
	N	55	55	55	55
FLW6CONT	Pearson Correlation	.284*	.131	.443**	.465**
	Sig. (2-tailed)	.035	.341	.001	.000
	N	55	55	55	55
FLW7SELF	Pearson Correlation	1.000	.345**	.437**	.221
	Sig. (2-tailed)	.	.010	.001	.104
	N	55	55	55	55
FLW8TIME	Pearson Correlation	.345**	1.000	.429**	.190
	Sig. (2-tailed)	.010	.	.001	.165
	N	55	55	55	55
FLW9AUTO	Pearson Correlation	.437**	.429**	1.000	.549**
	Sig. (2-tailed)	.001	.001	.	.000
	N	55	55	55	55

Correlations[a]

		FLW7SELF	FLW8TIME	FLW9AUTO	PSAFFECT
PSAFFECT	Pearson Correlation	.221	190	.549**	1.000
	Sig. (2-tailed)	.104	.165	.000	.
	N	55	55	55	55
NGAFFECT	Pearson Correlation	-.241	-.072	-.380**	-.372**
	Sig. (2-tailed)	.077	.603	.004	.005
	N	55	55	55	55
PERFNEG	Pearson Correlation	-.186	.060	-.091	-.098
	Sig. (2-tailed)	.174	.666	.509	.475
	N	55	55	55	55
Q1ACHIEV	Pearson Correlation	-.388**	-.073	-.231	-.295*
	Sig. (2-tailed)	.003	.596	.090	.029
	N	55	55	55	55
Q2POTNAL	Pearson Correlation	-.338*	.026	-.229	-.332*
	Sig. (2-tailed)	.012	.853	.092	.013
	N	55	55	55	55
Q3PHYSAB	Pearson Correlation	-.349**	.197	-.125	-.092
	Sig. (2-tailed)	.009	.149	.365	.504
	N	55	55	55	55
Q4MENTAL	Pearson Correlation	-.361**	-.113	-.246	-.460**
	Sig. (2-tailed)	.007	.411	.070	.000
	N	55	55	55	55
Q5LEADER	Pearson Correlation	-.339*	-.130	-.128	-.310*
	Sig. (2-tailed)	.011	.345	.352	.021
	N	55	55	55	55
Q6CONFDC	Pearson Correlation	-.455**	-.141	-.280*	-.451**
	Sig. (2-tailed)	.000	.304	.038	.001
	N	55	55	55	55
Q7PRESSR	Pearson Correlation	-.417**	-.170	-.285*	-.511**
	Sig. (2-tailed)	.002	.216	.035	.000
	N	55	55	55	55
Q8ADVERS	Pearson Correlation	-.389**	-.082	-.248	-.367**
	Sig. (2-tailed)	.003	.554	.068	.006
	N	55	55	55	55

Correlations[a]

		NGAFFECT	PERFNEG	Q1ACHIEV	Q2POTNAL
PERFPOS	Pearson Correlation	.052	.065	-.324*	-.251
	Sig. (2-tailed)	.704	.638	.016	.064
	N	55	55	55	55
HOPE	Pearson Correlation	-.060	-.198	-.345**	-.413**
	Sig. (2-tailed)	.662	.148	.010	.002
	N	55	55	55	55
AGENCY	Pearson Correlation	-.004	-.245	-.416**	-.463**
	Sig. (2-tailed)	.975	.072	.002	.000
	N	55	55	55	55
PATHWAYS	Pearson Correlation	-.096	-.093	-.177	-.234
	Sig. (2-tailed)	.487	.500	.197	.085
	N	55	55	55	55
FLWTOTAL	Pearson Correlation	-.334*	-.190	-.355**	-.295*
	Sig. (2-tailed)	.013	.165	.008	.029
	N	55	55	55	55
FLW1BAL	Pearson Correlation	-.419**	-.074	-.199	-.381**
	Sig. (2-tailed)	.001	.590	.146	.004
	N	55	55	55	55
FLW2MERG	Pearson Correlation	-.213	-.238	-.401**	-.254
	Sig. (2-tailed)	.119	.080	.002	.061
	N	55	55	55	55
FLW3GOAL	Pearson Correlation	-.060	-.085	-.257	-.142
	Sig. (2-tailed)	.661	.540	.058	.300
	N	55	55	55	55
FLW4FEED	Pearson Correlation	-.042	-.151	-.069	-.041
	Sig. (2-tailed)	.761	.271	.617	.765
	N	55	55	55	55
FLW5TASK	Pearson Correlation	-.180	.049	-.015	-.098
	Sig. (2-tailed)	.189	.720	.916	.477
	N	55	55	55	55
FLW6CONT	Pearson Correlation	-.264	-.375**	-.331*	-.225
	Sig. (2-tailed)	.052	.005	.014	.098
	N	55	55	55	55
FLW7SELF	Pearson Correlation	-.241	-.186	-.388**	-.338*
	Sig. (2-tailed)	.077	174	.003	.012
	N	55	55	55	55
FLW8TIME	Pearson Correlation	-.072	.060	-.073	.026
	Sig. (2-tailed)	.603	.666	.596	.853
	N	55	55	55	55
FLW9AUTO	Pearson Correlation	-.380**	-.091	-.231	-.229
	Sig. (2-tailed)	.004	.509	.090	.092
	N	55	55	55	55

Correlations[a]

		NGAFFECT	PERFNEG	Q1ACHIEV	Q2POTNAL
PSAFFECT	Pearson Correlation	-.372**	-.098	-.295*	-.332*
	Sig. (2-tailed)	.005	.475	.029	.013
	N	55	55	55	55
NGAFFECT	Pearson Correlation	1.000	.251	.189	.180
	Sig. (2-tailed)	.	.065	.167	.189
	N	55	55	55	55
PERFNEG	Pearson Correlation	.251	1.000	.113	.128
	Sig. (2-tailed)	.065	.	.409	.350
	N	55	55	55	55
Q1ACHIEV	Pearson Correlation	.189	.113	1.000	.689**
	Sig. (2-tailed)	.167	.409	.	.000
	N	55	55	55	55
Q2POTNAL	Pearson Correlation	.180	.128	.689**	1.000
	Sig. (2-tailed)	.189	.350	.000	.
	N	55	55	55	55
Q3PHYSAB	Pearson Correlation	.117	.020	.659**	.581**
	Sig. (2-tailed)	.393	.885	.000	.000
	N	55	55	55	55
Q4MENTAL	Pearson Correlation	.234	.299*	.600**	.453**
	Sig. (2-tailed)	.085	.026	.000	.001
	N	55	55	55	55
Q5LEADER	Pearson Correlation	.031	.099	.378**	.283*
	Sig. (2-tailed)	.821	.473	.004	.037
	N	55	55	55	55
Q6CONFDC	Pearson Correlation	.232	.278*	.596**	.467**
	Sig. (2-tailed)	.088	.040	.000	.000
	N	55	55	55	55
Q7PRESSR	Pearson Correlation	.293*	.263	.609**	.529**
	Sig. (2-tailed)	.030	.052	.000	.000
	N	55	55	55	55
Q8ADVERS	Pearson Correlation	.108	.303*	.585**	.425**
	Sig. (2-tailed)	.431	.024	.000	.001
	N	55	55	55	55

Correlations[a]

		Q3PHYSAB	Q4MENTAL	Q5LEADER
PERFPOS	Pearson Correlation	-.159	-.339*	-.333*
	Sig. (2-tailed)	.247	.011	.013
	N	55	55	55
HOPE	Pearson Correlation	-.089	-.522**	-.452**
	Sig. (2-tailed)	.518	.000	.001
	N	55	55	55
AGENCY	Pearson Correlation	-.171	-.524**	-.450**
	Sig. (2-tailed)	.212	.000	.001
	N	55	55	55
PATHWAYS	Pearson Correlation	.013	-.368**	-.318*
	Sig. (2-tailed)	.927	.006	.018
	N	55	55	55
FLWTOTAL	Pearson Correlation	-.160	-.564**	-.516**
	Sig. (2-tailed)	.243	.000	.000
	N	55	55	55
FLW1BAL	Pearson Correlation	-.096	-.351**	-.291*
	Sig. (2-tailed)	.484	.009	.031
	N	55	55	55
FLW2MERG	Pearson Correlation	-.183	-.555**	-.489**
	Sig. (2-tailed)	.180	.000	.000
	N	55	55	55
FLW3GOAL	Pearson Correlation	-.107	-.448**	-.481**
	Sig. (2-tailed)	.438	.001	.000
	N	55	55	55
FLW4FEED	Pearson Correlation	.065	-.253	-.313*
	Sig. (2-tailed)	.638	.062	.020
	N	55	55	55
FLW5TASK	Pearson Correlation	-.064	-.225	-.268*
	Sig. (2-tailed)	.641	.099	.048
	N	55	55	55
FLW6CONT	Pearson Correlation	-.214	-.609**	-.439**
	Sig. (2-tailed)	.116	.000	.001
	N	55	55	55
FLW7SELF	Pearson Correlation	-.349**	-.361**	-.339*
	Sig. (2-tailed)	.009	.007	.011
	N	55	55	55
FLW8TIME	Pearson Correlation	.197	-.113	-.130
	Sig. (2-tailed)	.149	.411	.345
	N	55	55	55
FLW9AUTO	Pearson Correlation	-.125	-.246	-.128
	Sig. (2-tailed)	.365	.070	.352
	N	55	55	55

Correlations[a]

		Q3PHYSAB	Q4MENTAL	Q5LEADER
PSAFFECT	Pearson Correlation	-.092	-.460**	-.310*
	Sig. (2-tailed)	.504	.000	.021
	N	55	55	55
NGAFFECT	Pearson Correlation	.117	.234	.031
	Sig. (2-tailed)	.393	.085	.821
	N	55	55	55
PERFNEG	Pearson Correlation	.020	.299*	.099
	Sig. (2-tailed)	.885	.026	.473
	N	55	55	55
Q1ACHIEV	Pearson Correlation	.659**	.600**	.378**
	Sig. (2-tailed)	.000	.000	.004
	N	55	55	55
Q2POTNAL	Pearson Correlation	.581**	.453**	.283*
	Sig. (2-tailed)	.000	.001	.037
	N	55	55	55
Q3PHYSAB	Pearson Correlation	1.000	.203	.009
	Sig. (2-tailed)	.	138	.951
	N	55	55	55
Q4MENTAL	Pearson Correlation	.203	1.000	.783**
	Sig. (2-tailed)	.138		.000
	N	55	55	55
Q5LEADER	Pearson Correlation	.009	.783**	1.000
	Sig. (2-tailed)	.951	.000	.
	N	55	55	55
Q6CONFDC	Pearson Correlation	.198	.918**	.780**
	Sig. (2-tailed)	.146	.000	.000
	N	55	55	55
Q7PRESSR	Pearson Correlation	.224	.899**	.708**
	Sig. (2-tailed)	.100	.000	.000
	N	55	55	55
Q8ADVERS	Pearson Correlation	.238	.876**	.752**
	Sig. (2-tailed)	.080	.000	.000
	N	55	55	55

Correlations[a]

		Q6CONFDC	Q7PRESSR	Q8ADVERS
PERFPOS	Pearson Correlation	-.300*	-.355**	-.313*
	Sig. (2-tailed)	.026	.008	.020
	N	55	55	55
HOPE	Pearson Correlation	-.499**	-.508**	-.495**
	Sig. (2-tailed)	.000	.000	.000
	N	55	55	55
AGENCY	Pearson Correlation	-.450**	-.440**	-.423**
	Sig. (2-tailed)	.001	.001	.001
	N	55	55	55
PATHWAYS	Pearson Correlation	-.402**	-.421**	-.421**
	Sig. (2-tailed)	.002	.001	.001
	N	55	55	55
FLWTOTAL	Pearson Correlation	-.581**	-.593**	-.520**
	Sig. (2-tailed)	.000	.000	.000
	N	55	55	55
FLW1BAL	Pearson Correlation	-.327*	-.422**	-.306*
	Sig. (2-tailed)	.015	.001	.023
	N	55	55	55
FLW2MERG	Pearson Correlation	-.578**	-.596**	-.485**
	Sig. (2-tailed)	.000	.000	.000
	N	55	55	55
FLW3GOAL	Pearson Correlation	-.450**	-.469**	-.378**
	Sig. (2-tailed)	.001	.000	.004
	N	55	55	55
FLW4FEED	Pearson Correlation	-.198	-.221	-.175
	Sig. (2-tailed)	.148	.104	.202
	N	55	55	55
FLW5TASK	Pearson Correlation	-.231	-.186	-.237
	Sig. (2-tailed)	.090	.173	.082
	N	55	55	55
FLW6CONT	Pearson Correlation	-.589**	-.582**	-.633**
	Sig. (2-tailed)	.000	.000	.000
	N	55	55	55
FLW7SELF	Pearson Correlation	-.455**	-.417**	-.389**
	Sig. (2-tailed)	.000	.002	.003
	N	55	55	55
FLW8TIME	Pearson Correlation	-.141	-.170	-.082
	Sig. (2-tailed)	.304	.216	.554
	N	55	55	55
FLW9AUTO	Pearson Correlation	-.280*	-.285*	-.248
	Sig. (2-tailed)	.038	.035	.068
	N	55	55	55

Correlations[a]

		Q6CONFDC	Q7PRESSR	Q8ADVERS
PSAFFECT	Pearson Correlation	-.451**	-.511**	-.367**
	Sig. (2-tailed)	.001	.000	.006
	N	55	55	55
NGAFFECT	Pearson Correlation	.232	.293*	.108
	Sig. (2-tailed)	.088	.030	.431
	N	55	55	55
PERFNEG	Pearson Correlation	.278*	.263	.303*
	Sig. (2-tailed)	.040	.052	.024
	N	55	55	55
Q1ACHIEV	Pearson Correlation	.596**	.609**	.585**
	Sig. (2-tailed)	.000	.000	.000
	N	55	55	55
Q2POTNAL	Pearson Correlation	.467**	.529**	.425**
	Sig. (2-tailed)	.000	.000	.001
	N	55	55	55
Q3PHYSAB	Pearson Correlation	198	.224	.238
	Sig. (2-tailed)	.146	.100	.080
	N	55	55	55
Q4MENTAL	Pearson Correlation	.918**	.899**	.876**
	Sig. (2-tailed)	.000	.000	.000
	N	55	55	55
Q5LEADER	Pearson Correlation	.780**	.708**	.752**
	Sig. (2-tailed)	.000	.000	.000
	N	55	55	55
Q6CONFDC	Pearson Correlation	1.000	.925**	.875**
	Sig. (2-tailed)	.	.000	.000
	N	55	55	55
Q7PRESSR	Pearson Correlation	.925**	1.000	.837**
	Sig. (2-tailed)	.000	.	.000
	N	55	55	55
Q8ADVERS	Pearson Correlation	.875**	.837**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	55	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

a. GENDER = 2.00